



Dialogue on Innovative Higher Education Strategies



SUCCESSFUL UNIVERSITY INTERNATIONALIZATION

A PROCEDURES MANUAL
FOR INTERNATIONAL
OFFICES AT HIGHER
EDUCATION
INSTITUTIONS TO
IMPROVE THE
MANAGEMENT OF
INTERNATIONALIZATION
PROCESSES



PART 1: THE ESDI PROJECT ESTRATEGIA DE INTERNACIONALIZACIÓN



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A PROCEDURES MANUAL FOR INTERNATIONAL OFFICES AT HIGHER EDUCATION INSTITUTIONS TO IMPROVE THE MANAGEMENT OF INTERNATIONALIZATION PROCESSES

PART 1:

THE ESDI PROJECT – ESTRATEGIA DE INTERNACIONALIZACIÓN

INTRODUCTION: this handbook was developed by the project consortium ESDI (EStrategia De Internacionalización) within the frame of the program DIES (Dialogue on Innovative Higher Education Strategies) from the German Academic Exchange Service (DAAD) and funded by the Federal Ministry for Economic Cooperation and Development (BMZ).

The here following Part 1 describes the background of the project ESDI, its activities and the outcome..

Part 2 provides the reader with the process guidelines for implementing the internationalization project at the own Higher Education Institution (HEI) and for generating the institution's specific process handbook. It describes also the therefore continuous improvement and quality management processes.

Part 3, which can be adapted via the process guidelines described in Part 2, is a generic handbook serving as a sample and as a basis for any HEI that wishes to implement systematic internationalization processes. Although describing numerous processes for internationalization, it does not claim to be exhaustive. It is meant to serve as a foundation only, given that an internationalization project anyway strongly depends of the already existing level of internationalization on the strategic and operational level at the HEI concerned.

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1. INTRODUCTION

1.1. BACKGROUND OF THE ESDI PROJECT

The globalization phenomenon affects not only the economy and the trade, but also the institutions of higher education (HEIs). The international contacts of the HEIs increased in the last years quickly and become more and more complex. International oriented training programs require at present the incorporation of a complete variety of internationalization elements, such as: conferences in foreign languages, exchange of students and personnel, the introduction of a system of credit transfer, visiting lecturers and scientists and the like. In consequence, a suitable and efficient infrastructure to further internationalization aspects leading to an international campus is necessary.

Without any doubt, internationalization belongs to the top priorities of the agenda of HEIs. Commonly it is considered to be a powerful answer to the question of how to respond suitably to a fast and radically changing environment that is characterized by an increasing competition. Thus internationalization has begun to move from a more peripheral and individual angle to a totally institutionalized activity that incorporates the university leaders. This change of attention and key participants happens along with a necessity to develop a strategy of internationalization of institutions, causing thus also a shift of paradigm in the processes of daily work of all the units that take care of international subjects. Individually oriented processes of work and the existing group of activities must be connected, professionalized and transformed into processes and activities that foment the institutional strategy. To this matter, it is essential to develop a procedures manual for International Offices, in order to provide written protocols, guidelines and expectations of performance in the area of internationalization allowing for target agreements. The development of a procedures manual and the respective strategies, including the alignment of activities, cannot be realized successfully by means of a single step, but they need a careful planning, implementation and evaluation with feedback bows (descendent and ascending) and adaptations over a certain period of time.

At world-wide level the HEIs work under an increasing economic pressure. This concerns of course all the processes, duties and tasks and very often especially those related to the internationalization process of a university. Because of decreasing economic resources the necessity to institute efficient processes becomes even more important. A suitable infrastructure, in terms of employees and equipment, is the base to generate successful efforts and results of high international level.

The idea of the project consortium was to put together the internationalization experience of two traditional large South-American universities with the internationalization experience of two smaller sized German universities of applied sciences with a clearly different structure like for example flatter hierarchies and a strong practice orientation in order to share between all four institutions their approaches and processes adopted to master, each in their way, the challenges of internationalization.

In this connection, it is important to highlight that Pontificia Universidad Católica de Perú was considered as the main partner in the project, due to an estimated necessity of generating more cooperation between German and Peruvian universities. The ESDI project is thus thought as well as a motivation for Peruvian universities to intensify their international cooperation activities, especially also with respect to German institutions.

1.2. CONSTITUTION OF THE ESDI PROJECT CONSORTIUM

The ESDI Project Consortium consists of four partner universities, all cooperating also among each other in a bilateral way. The South-American partners are the Pontificia Universidad Católica del Peru in Lima (PUCP) and the Pontificia Universidad Católica de Valparaiso in Chile (PUCV). The German partners are the two Southern-German universities of applied sciences Hochschule Aalen and Hochschule Ulm. In this connection, it is important to highlight that Pontificia Universidad Católica de Perú was considered from the beginning as the main partner in the project, due to an estimated necessity of generating more cooperation between German universities and Peruvian ones. The ESDI project is thus thought as well as a motivation for Peruvian universities to multiply their international cooperation activities, especially also with respect to German institutions.

The PUCV and the PUCP cooperate since 2005 in multifold ways including student and staff exchange but also within the frame of continental projects. PUCV and PUC Peru have a cooperative relationship that has in total over a decade, which has manifested itself in undergraduate students exchange through CINDA, multilateral agreement in which both universities are very active. Since 2005 there has been generated an increase of new cooperation relations, reciprocal academic and administrative visits as well as agreements in double degrees in the master's engineering area. According to the above mentioned, it is worth to stand out the relevance of South-South cooperation to this project. Both the Chilean university and the Peruvian university working on this project are trying to increase the cooperation between them to favor their own regions, considering that Peru and Chile don't have wide financial resources, but do have great skills and strengths to exchange knowledge, besides sharing real experiences by the fact Peru and Chile are countries with several similarities and common problems. The effects of the South – South Cooperation's promotion are linked to the regional development. If these developing countries work on this kind of cooperation, they will be able to integrate the regional community, strengthen the HEI's and promote better systems of cooperation, improving the efficiency of the resources' use, besides encouraging the regional coordination in front of multilateral organisms and raise the visibility of these countries and institutions to establish them as potential partners in international projects, both South-South cooperation or triangular cooperation along

with Germany, for example. Also, through the strengthening of the cooperation between Peru and Chile by means of this project, having in mind Chile has a stronger connection with Germany than Peru, the project aims at defining the best tools to increase the relationship between German Universities and Peruvian ones, by studying the level of existing relationship and its depth until today.

PUCP is one of the main Peruvian universities and it is the most international HEI in the country. It started internationalizing in the 1960s through the presence of foreign (mainly American) students, visiting Faculty or returning Faculty with Doctorate degrees obtained in universities outside Peru. The relationship with Germany can be traced back to the early 1990s. Student exchange agreements have been signed –and are currently active- with the Freie Universität Berlin, Universität Mannheim, Hochschule Bremen, Technische Universität Ilmenau, Technische Universität Chemnitz, Leibniz Universität Hannover, Ecosign Design Schule, Ludwig Maximilians Universität München, Hochschule München, Universität Stuttgart, Universität Augsburg, Rheinische Friedrichs Wilhelms Universität Bonn, Universität Tübingen, Hawk Hochschule Hildesheim, Europa Universität Viadrina Frankfurt Oder, Universität zu Köln and Humboldt Universität zu Berlin. 6% of the total number of international students at PUCP is German and it is the third country after the USA and France that sends most students to PUCP for a study abroad experience.

The PUCV and Aalen University cooperate since 1998. Aalen University helped to build up in the department of Physics a new course of studies: Optometry. The department of Optometry of Aalen University contributed to the development of the syllabus and provided the PUCV on a regular basis with students who carried out their compulsory internships in the new laboratories of PUCV or wrote their final projects. After a couple of years student exchange took place as well in the direction from Chile to Germany also thanks to the DAAD ISAP-Program. In the meantime the cooperation had been expanded to the field of Business Sciences.

Ulm University of Applied Sciences and Aalen University are cooperating since many years on project and State program level so for instance within the frame of the Malaysia State Program and the Mexican Monterrey Tech State Program. Both universities are familiar with DAAD-Programs, for example Ulm with PROFIS/PROFIN, OST-Partnerschaften, GO-OUT and Aalen with ISAP, PROFIN and Bachelor Plus, and

both with the PROMOS-Program. Also the combination of Aalen and Ulm in this project is considered to be ideal not only because of their close distance one to each other (allowing for an efficient management, logistics and implementation of project activities). They offer partly different strategies of internationalization. Aalen University is concentrating like Ulm University of Applied Sciences on institution wide offers for their students in study opportunities abroad without any time loss and full recognition, but Aalen University is also for instance heavily research oriented, focusing on international project and research partnerships (e.g. cooperative PhD-Programs) whereas Ulm University offers its partners for instance international short term programs at bachelor level. Both universities present in the field of internationalization thus complementing assets of which both the PUCV and the PUCP can take advantage of.

Thus, on one hand the PUCV and PUCP cooperate especially since six years intensively and know well each other and on the other hand Aalen University and Ulm University of Applied Sciences offer exactly the required profile by PUCV and PUCP for the implementation of this project, due to their practice orientation, flat hierarchies and very flexible and quick reaction times with respect to the implementation of institutional policies. The South-American universities as well as the German universities both are expecting learning effects from each other that can be adapted and implemented within their own structures. In addition to this project the Aalen University and Ulm University of Applied Sciences have signed cooperation agreements with PUCP. Also Ulm University of Applied Sciences has signed a cooperation agreement with PUCV. Student exchange between all four universities is regularly taking place in the meantime.

1.3. OBJECTIVES, SUBJECTS AND RESULTS OF THE ESDI PROJECT

The partner consortium acted as a frame of mutual support in the planning, development and execution of a procedures manual for international offices in order to provide written protocols, guidelines and expectations of performance in the area of internationalization, including an internationalization strategy that is based on the analysis of ongoing internationalization processes e.g. the presence of international students at universities, the focus on graduate students exchange, the promotion of research projects with strategic partners, so far and resulting optimization issues.

Besides the development of respective strategies, the consortium activities thus had a special approach in the determination of structural weaknesses, with a particular focus on internal communication channels, the attribution of responsibilities and the management of international projects including the acquisition of third party funds e.g. international agencies and embassies to foster a better international management, services management and international marketing efforts, thus allowing also for target agreements with parties involved.

THE PARTNER CONSORTIUM DECIDED THE FOLLOWING OBJECTIVES:

1. Analysis, transcription and graphical representation of the level of existing internationalization and respective strategic elements, including numbers of incoming and outgoing students at universities involved in this project.
2. Formulation / improvement of an efficient strategy of internationalization in a process under consideration of the goals of the universities' faculties.
3. Revision of activities of internationalization under the perspective of the formulated strategy / identification of needs for the redesign and alignment of activities in order to provide the best strategies, considering the need of the promotion of research projects with international strategic partners.
4. Capacity trainings regarding communication channels, the attribution of responsibilities and the management of international projects including the acquisition

of third party funds from e.g. agencies for academic and scientific development, international marketing efforts and association of the activities to the global strategies fostering a better international management.

5. Introduction of a quality management process to allow for a sustainable development of internationalization activities and target agreements.

THE FOLLOWING RESULTS WITH RESPECT TO THE MAIN OBJECTIVES WERE TARGETED:

1. Creation of a self-evaluation tool and guide representing the internationalization graphically and that can be used with regularity to document the progress in an institution (and that can be used in future for additional projects of internationalization).

2. Generation of a map of internationalization and a written report demonstrating the strengths and weaknesses of both associate institutions constituting thus a strong starting point for the development and improvement of the respective strategies to be outlined in a strategic roadmap.

3. Account taking of the results of workshops on internal communication channels, the attribution of responsibilities and the management of international projects including the acquisition of third party funds and international marketing efforts based on examples of good practice.

4. Creation of a procedures manual for international offices which helps to improve their management in the diverse areas of the internationalization process in the universities.

5. Introduction of the work of the project, experiences and results to a project report, documenting the main findings, tying the different subjects and levels, and defining the next later steps to the project.

2. ABOUT THE PROJECT PARTNER INSTITUTIONS

2.1. THE PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ (PUCP), PERU



2.1.1. THE PUCP IN SHORT

The Pontificia Universidad Católica del Perú (PUCP) is a Peruvian private, non-profit institution devoted to higher education, research, and development. Founded in 1917, its campus is located in a 106 acres field in the capital city of Lima. PUCP brings together over 25 000 undergraduate, master's and doctoral students, together with over 500 full-time professors. The University is among the thirty most important universities in Latin America, and has ranked the top position in Peru for several years. Its academic areas of teaching and research range from the Sciences, Technologies and Engineering, to the Liberal Arts and Humanities, the Performing and Fine Art, Law and the Social Sciences. PUCP is the most international Higher Education Institution (HEI) in Peru. The Academic Direction for Institutional Relations (Dirección Académica de Relaciones Institucionales, DARI) is the office within the University in charge of the promotion and implementation of international projects and mobilities. PUCP has more than 250 exchange agreements with educational institutions worldwide and promotes intensive student exchange through university networks within Latin America and Europe, such as CINDA (the Student Mobility Program of the Inter-University Development Center), the SMILE program, (Student Mobility in Latin American and Europe) carried out by the Magalhaes Network, the PIMA program in coordination with the Latin American Organization for Education from UNESCO, and the Mobility Program of the Union of Latin American Universities (PAME-UDUAL). PUCP has also strong ties with international cooperation agencies such as the DAAD, the American Council for International Exchange of Scholars (CIES-Fulbright), and the European Union, through Alfa, Erasmus Mundus, and Erasmus+ opportunity windows.

2.1.2. THE PUCP FACT SHEET

Contact Information	
Web site	www.pucp.edu.pe
Mailing address	Office of International Student Mobility Av. Universitaria 1801 San Miguel Lima 32 Peru
Head of the Office of Student Mobility	María José Guardia Tel: +511 626 2167 E-mail: mguardia@pucp.pe
Coordinator of Student Mobility	Claudia Valdivieso Tel: +511 626 2164 E-mail: promydes@pucp.edu.pe
Exchange Officer - Incoming Students	Natalí Maraví Tel: +511 626 2182 E-mail: n.maravi@pucp.edu.pe
Exchange Officer - Outgoing Students	Jessica Pró Tel: +511 626 2160 E-mail: jpro@pucp.edu.pe
Program Officer - Field School Programs and International Programs	Piero Fioralisso Tel: +511 626 2159 E-mail: piero.fioralisso@pucp.edu.pe
Erasmus projects manager and coordinator for Erasmus Mobility Programs at PUCP	Luis Manuel Olguin Tel: +511 626 2177 E-mail: erasmus@pucp.pe

General Information	
Academic calendar	First semester: March– July Second semester: August – December
Language of instruction	Spanish
If English is not the language of instruction, are there any courses available in English?	Some courses at the Engineering School, Social Sciences and General Studies. For more information contact promydes@pucp.edu.pe
Semester Spanish Program	The courses (intermediate and advanced) offer 4 credits (4 hours a week). Registration runs the same as for the regular courses.
Spanish Language and Peruvian Studies (July)	This program offers formal instruction in for a total of twenty hours per week. Students attend a daily two- hour session where they receive formal instruction in Spanish Grammar, as well as focusing on the development of oral and written communicational skills. Besides, students are supervised by teaching assistants, for a daily two-hour individualized conversational practice. In addition, the program offers 4 courses on different aspects of Peruvian culture. It also includes one guided visit per week to important cultural sites in Lima. For further information please contact the coordinator of the course Piero Fioralisso (fieldschool@pucp.edu.pe)
Fields of study	Painting, Sculpture, Engraving, Graphic Design, Industrial Design, Administration, Accounting, Architecture, Mathematics, Physics, Chemistry, Civil Engineering, Mechanical Engineering, Industrial Engineering, Mining Engineering, Engineering, Computer Telecommunications Engineering, Sociology, Economics, Political Sciences, Audio-Visual applied Communications Arts and Sciences, Journalism, Advertising, Scenic Arts, Communication for Development, Law, Pre-school Education, Elementary Education, Archaeology, Information Science, Philosophy, Geography and Environmental Studies, History, Linguistics and Literature, Psychology
Typical credit load per course	3-4
Required course load for international students	Depends on home institution
Standard number of semesters for completion of BA and MA degrees	10 semesters for BA and 4 semesters for MA
Degrees and titles	Students, who wish to graduate at the University, can do so by being granted regular admission by external transfer, according to the prevailing regulations. Contact ingreso@pucp.edu.pe
Grading system	From 0(zero) to 20(twenty) being 11 (eleven) the minimum pass mark
Credit system	One PUCP credit is equivalent to one hour of taught classes a week throughout the semester, or at least two hours a week of practical classes. The semester has 17 weeks of classes. Courses could have from 2 to 5 credits depending on the difficulty level, from low to high. The PUCP credit is different from an ECTS credit.

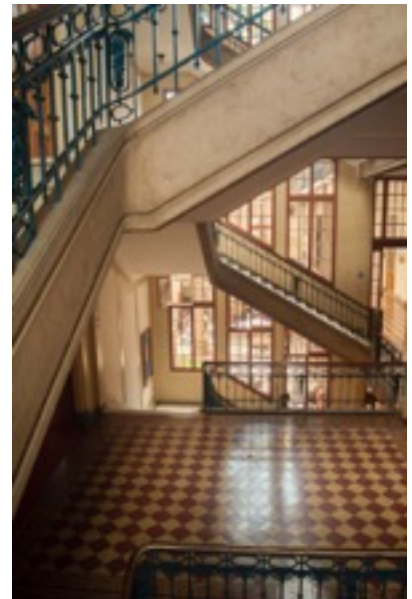
Exchange related information	
Number of students per semester	Depends on the agreement and on the balance.
Language courses available to international students (dates, costs and web link)	Spanish, Portuguese and English are offered at Idiomas Católica (these courses do not offer credits). For more information about costs and schedules write directly to idiomas@pucp.edu.pe
Fees applicable to exchange students	None
Do you accept graduate students?	Yes
Application deadlines	First semester (March-July): December 10th Second semester (August-December): June 15th.
Electronic or paper-based application for exchange students?	Forms can be submitted just by email as pdf documents. (n.maravi@pucp.pe)
Supporting documents required with the application	Application forms, signed by home university. transcript of records, passport copy, medical insurance, 1 photo.
Language requirements	Intermediate or advanced knowledge of Spanish
Duration of the exchange	One semester or one year.
Course registration	On line registration is not available. The direct enrolment will take place one week after beginning of classes.
Courses	International students can enrol in different Schools and levels if places are available.
Restricted courses	Courses from CENTRUM, and courses without spaces are not available for international students.
Internships	Students can make internships by their own during their semester abroad. Some enterprises need an official agreement signed by the host university and unfortunately, PUCP is not allowed to sign those contracts.
Transcripts	The Office of the Registrar issues certificates recording the grades obtained for each course. The grades obtained by students of the do not count towards a degree or title awarded by the Pontificia Universidad Católica del Perú
Transcripts sending dates	Two copies of the transcript (one of which is a complimentary copy for the student) will be sent directly to the international office approximately two months after the completion of the semester
Additional copies	For additional copies of transcripts or for sending transcripts to another institution(s), students are required to contact the Office of International Student Mobility promydes@pucp.edu.pe . Prevailing fees will apply
Campus facilities	Libraries, Internet, Mail, Sports, Music and Dance Center, Health service, Psycho-pedagogic Service, Book Bank, Student Organizations, Nutrition Service, Pastoral University Counseling Center, Cultural Center of PUCP, Volunteering.
Volunteer work	Students have the opportunity to volunteer during the semester (no credits)

Arrival and orientation	
Recommended arrival dates	Spring semester: August 5th
Pickup service from the airport?	NO
Orientation sessions for incoming students (dates and costs)	One week before the semester starts. Mandatory. No charge
Buddy Program - optional	Students have the opportunity to be matched with a local student for support. This program is called "Compañero PUCP" (the forms are on the application package)
Housing information	
Is on-campus housing available?	NO
Is there any assistance in finding off-campus housing?	YES
Housing information	A list of student residences or families (depending on the choice) will be sent to the students after receiving their applications forms.
Visa	
International students need a student visa?	International students have to enter with a tourist visa (students will no longer have to ask for student visa at Peruvian consulates) and then change your status at the Migrations Office in Lima. Our Office will provide you with official documents from PUCP but is mandatory to bring any certification of sources of financial support (letter of support from parent, family member or sponsor; bank statement or bank letter certifying funds are available or letter of scholarship award. All the documents have to be translated into Spanish). Remember working is not permitted with a student or tourist status. Tourist visas are not longer renewable. The official fine is US\$ 1.00 per day. http://www.digemin.gob.pe/servicios_inmigracion_cambio_calidad_migratoria.html
Restrictions	Students from Costa Rica, Cuba, El Salvador, Honduras, Nicaragua, Panama, China, Turkey, and Africa need to ask for a tourist visa in any Peruvian consulate.
International students are allowed to work?	NO

International medical insurance	
International insurance is mandatory?	YES. Students must purchase an international medical insurance before coming to PUCP and send the copy to our Office. Students without this document will not be able to register. Should students require medical treatment, they have to pay for services and then file a claim for reimbursement from the insurance carrier. Students may also want to consider purchasing supplemental insurance to reimburse for theft or loss (personal property insurance), lost expenses due to travel cancellations (travelers insurance) or enrollment in a travel assistance plan.
Local insurances	Foreign students are not able to apply for a Peruvian health insurance

Sample budget for a month	
Housing Host families Student residences Department	US\$ 350 – US\$ 420 dollars (includes all basic meals) US\$ 150 – US\$ 250 dollars US\$ 300 – US\$ 600 dollars
Meals	US\$ 150 dollars
Photocopies/Supplies	US\$ 50 dollars
Personal expenses	US\$ 100 (depending on the life style)
Public transportation	US\$ 150 (depending on the life style)

2.2. THE PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAISO (PUCV), CHILE



2.2.1. THE PUCV IN SHORT

The internationalization process of PUCV became something assumed by the central authorities in 2006, through the Institutional Strategic Plan of that time. However, this process has been nourished by a long tradition of international interactions that, from its very beginnings, has been a trait of the University. As a public university, PUCV currently serves a population of 14,000 students. Its academic offer comprises 63 undergraduate and 50 graduate academic programs in 9 faculties. PUCV maintains an important network of bilateral partners across the globe. Universities located in Germany, Australia, Belgium, Canada, China, Costa Rica, Finland, France, Italy, Mexico, Norway, Peru, Sweden, Spain, Switzerland and The United States. PUCV is an intensive research institution, recognized as a relevant national actor for basic scientific and technological research. There is an Institutional commitment to foster research providing different mechanisms of support, one of them being internal financial support. PUCV leads not only the Valparaíso region university research efforts, but also is the number one grantee from government funds for this key area. PUCV is the national leader for undergraduate student mobility receiving around 850 foreign students from all over the world each year. Also, it is the pioneer creating a student mobility scholarship to allow students with special financial needs to be an exchange student. In 2015 the Office of International Relations was created, merging the former offices of International Cooperation and International Programs. This new office has been leading the development of Chile's Higher Education National Brand "Learn Chile". Located in the capital city of the Valparaíso Region, Valparaíso, the city welcomes annually around 2000 foreign students.

2.2.2. THE PUCV FACT SHEET

General Information	
Web site	www.pucv.cl
International Relations Office, DRI website	www.dri.pucv.cl

Academic Calendar 2015	
First Semester	
Application deadline	November 3, 2014
Official arrival	February 22, 2015
Orientation Week	February 24 to 27, 2015
Classes begin	March 2, 2015
Classes end	June 22 to 26, 2015
Exams period	June 30 to July 10, 2015

Second Semester	
Application deadline	April 30, 2015
Official arrival	July 26, 2015
Orientation Week	July 28 to 31, 2015
Classes begin	August 3, 2015
Classes end	November 27, 2015
Exams period	November 30 to 10 December, 2015

International Relations Office Directory	
International Relations Director	Marcos Avilez dcu@ucv.cl
Assistant Director and International Cooperation Coordinator	Mónica Ramos cci@ucv.cl
Programa de Movilidad Estudiantil, PME Coordinator (Outgoing Students)	Silvia Montiel dpme@ucv.cl
Programa Internacional de Intercambio Estudiantil, PIIE Coordinator (Incoming Students)	Carolina Elgueta carolina.elgueta@pucv.cl

Academic Coordinator	Jorge Enríquez jorge.enriquez@ucv.cl
Administration and Finance Coordinator	Enrique Herrera finanzas.dpi@ucv.cl
Special Programs Coordinator (Incoming Students) and Host Families Coordinator	Sergio García correo.housing@ucv.cl
International Student Advisor	Camila González infopiie@pucv.cl
International Student Advisor	Iranía Yáñez ivania.yanez@pucv.cl
International Student Advisor	Macarena Moya macarena.moya@ucv.cl
Administrative Assistant	Julia Escuti secpiei@ucv.cl
Emergency contact	Macarena Moya macarena.moya@ucv.cl

Application	
Application documents	<ul style="list-style-type: none"> • Application form (filled word form, scanned/pdf and sent by email) • Candidate's nomination letter issued by the home University. • International medical insurance certificate, signed and formalized, covering 100% of any medical expense derived from accident or illness, indicating clearly the name of the beneficiary (student) and coverage time.* *IMPORTANT: Without complete proof of Medical Insurance, no acceptance letters will be issued. • Official Transcript of records. • Valid Passport copy. • Letter of recommendation issued by a professor of the home University. • Candidate's motivation letter addressed to the International Programs Office in Spanish (English for those with a beginner level of Spanish). • Send the application by mail to: Pontificia Universidad Católica de Valparaíso Dirección de Relaciones Internacionales Avenida Brasil 2950, Valparaíso-Chile ATTE: Carolina Elgueta • Send the application by email (in PDF) to Macarena Moya International Student Advisor

Application deadlines	
Full year and semester terms	
First Semester 2015 (March to July, 2015)	Deadline: November 3, 2014
Second Semester 2015 (July to December, 2015)	Deadline: April 30, 2015
Trimester terms: Architecture and Design students	
Third Trimester 2014 (September 22 to December 12 December, 2014)	Deadline: May 15, 2014
First Trimester 2015 (March to June, 2015)	Deadline: November 3, 2014
Second Trimester 2015 (June to September, 2015)	Deadline: November 3, 2014
IMPORTANT	The application file should be sent by the home University Office of International Relations /Study Abroad.
Academic information	
¿What is the Orientation Week?	<p>During the Orientation Week, the student will receive important information for his/her stay in Chile as a PUCV student Valparaíso. Various workshops take place during the week to help students deal with academic, migration, safety and everyday life aspects in Valparaíso. Students' attendance is mandatory.</p> <p>If you can't attend, you should contact your International Student Advisor macarena.moya@ucv.cl</p>
What can I study at PUCV?	<p>Our University offers a wide variety of courses, focusing on providing international students with a complete academic experience, from Spanish lessons to regular courses at PUCV.</p> <p>a) PUCV courses: These lectures are taught by the different PUCV's Faculties, Schools and Institutes to our Chilean students.</p> <p>b) PIIE courses of different disciplines taught in Spanish: A set of courses taught exclusively for international students who have, in general, an intermediate- high level of Spanish language. Disciplines: Related literature, history, Latin American and cultural studies.</p> <p>c) PIIE Courses of Language and Culture under a total immersion context: These courses are taught by the International Student Exchange Program (PIIE) and are aimed at improving the non native speaker student Spanish command. Basic, Intermediate, Advanced and Superior levels are offered.</p> <p>d) PIIE courses of different disciplines taught in English: These courses are taught by the International Student Exchange Program (PIIE) and are aimed at those international students who have, in general, a low level of Spanish language. Disciplines: Economy, History, Literature, Education.</p>

Exchange students from the United States of America	
What courses can I take?	
a) PUCV courses	Yes
b) PIIE courses of different disciplines taught in Spanish	Yes
c) PIIE Courses of Language and Culture under a total immersion context	One course to choose according to entry level.
d) PIIE courses of different disciplines taught in English	No
More information: See: Annex I (PUCV undergraduate regular courses) Annex II (PIIE courses exclusive for international students)	

What is the language requirement for each set of courses?	
Spanish level	
a) PUCV courses	Suggested levels: <ul style="list-style-type: none"> • 4 semesters of Spanish language study (or equivalent) • Level B2 (EFR) • Level intermediate-high (ACTFL)
b) PIIE courses of different disciplines taught in Spanish	Suggested levels: <ul style="list-style-type: none"> • Level B1.2 de Español (EFR) • Level Intermediate-Mid (ACTFL)
c) PIIE Courses of Language and Culture under a total immersion context	Depends on the results obtained in the Spanish test and interview that will take place during the Orientation Week.
d) PIIE courses of different disciplines taught in English	NA

How many credits per term do I have to take at PUCV?	How many credits per term do I have to take at PUCV? <ul style="list-style-type: none"> • Credits requirements depend on the student's home University. • PUCV suggests 22 credits (maximum) per semester and 15 credits (minimum) per semester. • Architecture students should talk to PUCV School of Architecture and Design (EAD) this topic.
Evaluation system in Chile	Most of the lectures consider periodic evaluations during the term, and a final examination at the end. It is mandatory for students to take the final examination of all registered lectures, unless the final term grade average exempts them to do so.
What is the Chilean grading system?	Chilean scoring range is from 1,0 (minimum grade) to 7,0 (maximum grade), being 4,0 the minimum passing grade.
Transcripts	First Semester (March-July): End of August Second Semester (August-December): End of January

Homestay	
What is a Homestay?	Homestay is a service provided by our office that consists in living with a Host Family during your stay in Chile. This service helps the student to have a full immersion experience. Our office assists students on this matter through the Host Family Coordinator, Sergio García.
Access to the service	
Students with Homestay service benefit (Reciprocity agreements)	Some times, PUCV waves the Homestay fee for some students given a reciprocity agreement between both Institutions. If you would like to know if you have this benefit, please contact your home University.
Students without Homestay service benefit	If you wish to have this service, please contact infopiie@ucv.cl to ask for further information and costs.
Requesting the service	In order to be placed with a Host Family, all students must fulfill the "Homestay Form" which is part of the "Application Form" and return it with all required information completed.
What is included in the service?	<ul style="list-style-type: none"> • Single room • Bed linen • Basic furniture • Kitchen access • Shared bathroom • At least 3 meals a day (provided by the family)* • Internet access • Laundry service <p>*Students need to indicate in the Application Form if they have any food restriction. Special needs will be assessed by our office, and students will be contacted about the service availability as there is a small number of Host Families to meet special requirements.</p>
Other housing options	
What housing options do I have?	Those students who wish to live on their own can do so according to their budget. Our office will provide a list of B&B, hostels, hotels and small residencies, that offer a good, affordable and safe service. If you wish to have this information, please contact Sergio García correo.housing@pucv.cl
What services would be included in those types of housing?	<ul style="list-style-type: none"> • Daily prices include breakfast, and in some cases meals service. • Monthly prices include breakfast and in some cases meals service or access to kitchen. • When renting a furnished apartment consider that you may have to pay a monthly fee called "gastos communes" (maintenance of common areas, concierge services, and others)
What would be the average cost?	<ul style="list-style-type: none"> • Daily prices: from CLP 10.000 to CLP 30.000 • Monthly prices: from CLP 120.000 to CLP 230.000 • Furnished apartment price: from CLP 250.000 to CLP 500.000, plus "gastos comunes"

Internships	
Are there internship opportunities at PUCV?	In general our office does not provide internship opportunities.
I have been in touch with a professor who offered an internship position. Is it possible to become an intern in this context?	Yes. PUCV only accepts students that have already been accepted and sponsored by the appropriate Academic Unit, and provided that there is an institutional agreement between both institutions.
Can I look for an internship on my own?	Yes. International students can look for an internship independently. However, you should consider the following: <ul style="list-style-type: none"> - PUCV will not manage the internship, or establish contact with the institution, company or organization where the internship will take place. - PUCV will not be responsible for accidents, nor for any situation arising out of the internship. - PUCV will not register or certify the internship.

Migration and administrative formalities	
Do I need a Student Visa to study at PUCV?	All students participating in a PUCV SEMESTER or ANNUAL PROGRAM must request a Student Visa in the closest Chilean embassy or consulate. According to the Immigration and Migration Department (of the Ministry of Foreign Affairs) and considering the "Immigration Regulation" (Decree #597, from June 14th, 1984), Educational Institutions receiving international students must require from them to have a Student Visa when admitted as a student.
How do I obtain a Student Visa?	Once you are accepted by PUCV, you will receive an Official Acceptance Certificate. With that document, you can start your visa request paperwork. To know more about all the required documents for obtaining your Student Visa, we suggest you to go to the closest Chilean consulate, you can check locations here: http://chileabroad.gov.cl/consulados/
Do I have to do anything else once in Chile?	Once in Chile, all the students must register their visa at the Chilean "Policía de Investigaciones" (PDI) in Valparaíso or Viña del Mar, according to their address. You should consider that it shouldn't take more than 30 days. Also, when you arrive to PUCV, and during the Orientation Week, you must participate in the "Migration and Administrative Formalities" workshops, where we will explain how to have your Visa registered. Also, you will have to request for your Chilean Identity Number.

ANNEX I: PUCV UNDERGRADUATE REGULAR COURSES

TYPES OF PUCV COURSES

There are 3 types of courses:

- General: These courses are offered at the sundry PUCV schools and institutes, and are open to all University students, are taught once per week and are worth 2 teaching hours and 2 credits.
- Required: These classes are unique to each school and institute, so are exclusive to their corresponding majors. As a result and without exception, students from those majors must take these classes in order to graduate. In addition, required courses can worth up to 4 credits and are taught more than once per week.
- Elective: Similar to required courses, these are also unique to each school and institute and are also exclusive to their corresponding majors. The difference is that students must choose the elective to complete their coursework. These courses are worth up to 4 credits. Not all electives are required.

IMPORTANT

- The academic offer attached is yet to be confirmed.
- Not all lectures are offered in every semester.
- One month before the semester begins the confirmed academic offer will be submitted to accepted students. It is recommended that the student chooses a good number of courses to enroll in order to have a higher quantity of lectures to be enrolled in considering possible conflicting schedules.
- Consider that an Academic Unit may have more than one undergraduate program.
- If you need further information about a course (program, schedule, contents, or others) send us an e-mail: macarena.moya@ucv.cl

CREDITS

- **Courses with 2 credits:** It means that a student spends 6 academic hours per course per week. Generally these six hours consist of 2 hours of classes and the student is expected to dedicate 4 hours to independent study, research, homework, etc.
- **Courses with 3 credits:** It means that a student spends 9 academic hours per course per week. Usually these consist of nine hours, 4 hours of classes, and the student is expected to dedicate 5 hours to independent study, research, homework, etc.
- **Courses with 4 credit:** It means that a student spends 12 academic hours per course per week. Usually these consist of 12 hours, 4 to 6 hours of classes per week, and the student is expected to dedicate the remaining hours to independent study, research, homework, etc.

ANNEX II: PIIE COURSES EXCLUSIVE FOR INTERNATIONAL STUDENTS (TO BE CONFIRMED)

PIIE Courses of Language and Culture under a total immersion context			
CODE	COURSE	CREDITS	HOURS
PIIE 141	Spanish oral comprehension and oral production, beginner level	4	60
PIIE 240	Communicative Spanish and Chilean culture – Intermediate	6	90
PIIE 340	Communicative Spanish and Chilean culture – Advanced	6	90
PIIE 152	Spanish Reading comprehension and oral production, beginner level	4	60
PIIE 250	Written Spanish intermediate	3	60
PIIE 350	Written Spanish advanced	3	60
PIIE 351	Creative writing in Spanish	3	60
PIIE 161	Spanish grammar and vocabulary, beginner level	4	60
PIIE 260	Grammar for foreigners 1	4	60
PIIE 360	Grammar for foreigners 2	4	60
PIIE 460	Grammar for foreigners 3	4	60
PIIE 381	Spanish language phonetics and phonology	3	60

PIIE courses of different disciplines taught in Spanish			
CODE	COURSE	CREDITS	HOURS
MUS 084	Traditional dances	2	38
LCL 432	Contemporary Latin American poetry	3	76
LCL 434	Practices and discourses of Latin American tale	3	76
LCL 523	Hispanic and Latin American narrative of the 17th and 19th centuries	3	76
LCL 531	Chilean poetry of the 20th century: Neruda, Parra , Huidobro	3	76
HIS 513	Modern History of Chile	4	76
HIS 554	Art and society in pre-Hispanic Chile	3	38
HIS 557	Urban and regional History of Valparaíso	3	38
HIS 561	Latin America History in the 20th century	2	38

2.3. THE ULM UNIVERSITY OF APPLIED SCIENCES – HOCHSCHULE ULM (HSU), GERMANY



2.3.1. THE HSU IN SHORT

The Ulm University of Applied Sciences is a university of applied sciences with study courses mainly directed at the technical sector. The study courses have a broad approach to open up a wide range of professional possibilities for graduates. Individual qualification is possible by selecting the elective courses, the topic of the study papers and thesis, foreign languages, studying abroad at foreign partner universities as well as the acquisition of additional skills. The success of Ulm University of Applied Science is based on the cooperation with industry. It integrates the areas of research and development with the help of own research institutes and several Steinbeis Transfer Centers of the Steinbeis Foundation for Economic Development Stuttgart (Stiftung für Wirtschaftsförderung Stuttgart). The students also benefit from this because of attractive places for internships and interesting thesis topics. A refined continuing education program for working people and others makes the scope of Hochschule Ulm round. Hochschule Ulm is offering 23 undergraduate degree courses and 7 Master course programs for currently 3800 students. Students from 65 partner universities worldwide have the opportunity to study in the German taught programs, do a practical training or a final project in one of the universities' laboratories or to study in one of the English taught 3-month- or semester-programs which are offered in Mechanical Engineering, Electrical Engineering, Computer Engineering, Energy Economics and Digital Media.

2.3.2. THE HSU FACT SHEET

General Information	
Address	Prittwitzstrasse 10 89075 Ulm, Germany
ERASMUS ID code	D Ulm02
URL	http://www.hs-ulm.de/en/
President	Prof. Dr. Achim Bubenzer
eMail	bubenzer@hs-ulm.de
Vice President for International Affairs	Prof. Dr. Klaus Peter Kratzer
eMail	kratzer@hs-ulm.de
International Office	
Address	Prittwitzstrasse 10 89075 Ulm, Germany
Room	B 115
Director International Office ERASMUS Coordinator	Stephanie Wagner
Telephone	++49-731-5028272
e-mail	wagner@hs-ulm.de
International Office URL	http://www.hs-ulm.de/en/aa
International Office Fax	++49-731-5028269
Coordinator Incoming students	Anita Everett
Telephone	++49-731-5028457
e-mail	everett@hs-ulm.de
Coordinator practical training	Jeanette Kolb
Telephone	++49-731-5028023
e-mail	j.kolb@hs-ulm.de
Coordinator Finances and Danube activities	Csilla Csapo
Telephone	++49-731-5028159
e-mail	csapo@hs-ulm.de

University	
Number of students	Ulm University of Applied Sciences (Hochschule Ulm) has about 4,000 students and offers majors in the fields of engineering, media and computer technology.
City & Number of Inhabitants	Ulm with ~120,000 inhabitants is located in the State of Baden-Wuerttemberg in the centre of southern Germany. By high-speed train it takes about 1h to Stuttgart and about 1.5 hours to Munich. http://tourismus.ulm.de/tourismus/en/index.php
Academic Calender	
Regular Semester	<p>Fall semester: Beginning of October Holidays: 2 weeks in Dec/Jan (Christmas) Exams: first 2 weeks of February</p> <p>Spring semester: Beginning of March Holidays: 2 weeks in May/June (Pentecost) Exams: last 2 weeks of July</p>
International Engineering Programs IMEP, ICEP and IEEP	<p>Fall term: IMEP: October – December Spring term: ICEP + IEEP: April - June (Possibility to stay for a laboratory project in July)</p>
Arrival days	<p>Fall semester: 1. September / 1. October Spring semester: 1. March / 1. April (Arrival is only possible on working days)</p>
Offered Programs	
Studies in German	<p>http://www.hs-ulm.de/Studium/ Information about the lectures: http://www.hs-ulm.de/tgs/Studium/Vorlesungen/ (Select a Degree Course)</p>
Studies in English	
A. IEP-program	<p>IEEP International Electrical Engineering Program (spring term only) ICEP International Computer Engineering Program (spring term only) IMEP International Mechanical and Manufacturing Engineering Program (fall term only) All courses are taught in English: http://www.hs-ulm.de/tgs/Internationales/AAA/InternationaleStudierende/InternationalEngineeringProgramme/</p>
B. Semester programs	<p>A. Semester program in Energy Economics taught in English Courses: see list of English taught courses (page 2) are all taught in English. B. semester program in Digital Media Courses: see brochure "Exchange Program Digital Media," are taught in German and English.</p>
C. Practical semester/project work/Final thesis	<p>Students may do a practical semester/project work in one of our laboratories. This can also be done in the framework of a Bachelor or Master thesis. Students should send some information on their interests and qualification. Students may have a look on the different institutes on our web-page and let us know in which research field they are interested in.</p>

Language	
Language Requirements	Students wishing to follow English taught lectures should possess a B2 level. Students wishing to follow German taught lectures should possess a B2 level
Intensive German language course	Hochschule Ulm is offering a pre-semester intensive German course of 2 weeks which is offered for students with absolutely no or only little knowledge in German. Dates: first two weeks of March last two weeks of September.
German language course (during the semester)	Throughout the semester all students have to attend a German language class which is offered on different levels.

Housing	
Accommodation / Housing	<p>Hochschule Ulm will try to provide housing in one of our student dormitories regarding the wishes, the students mark in the housing request form. However, the situation in Ulm has become very difficult and we can not guarantee that we will find housing for all students. If students are able to find an accommodation by themselves they should let us know as soon as possible.</p> <p>Housing prices range in the dormitory is approximately 270-400 € per month. There is a security deposit of 300 € per room.</p>

Application	
Application Procedure for Students	<p><u>Students should be nominated by their home universities first.</u> We will then send them the link to our online application form which includes also the housing request form and the language competence form. A TOEFL test or a German language certificate is not required but the students should be able to follow lectures in English or German (level B2).</p> <p>The university's international coordinator should send the name, e-mail address and if possible in which of our programs the student wishes to participate to wagner@hs-ulm.de.</p>
Application Deadlines	<p>1st of May for the following fall 1st of November for the following spring</p>
More information about living and studying in Ulm	http://www.hs-ulm.de/en/Internationales/AAA/InternationaleStudierende/

DEPARTMENTAL INTERNATIONAL COORDINATORS AT HOCHSCHULE ULM

Every faculty nominates one or two International Coordinators who hold a key function in matters of the internationalization of Hochschule Ulm and who are significantly involved in the decision making process. They support incoming and outgoing students in terms of academic issues such as selection of the study courses and accreditation and are contact persons for partner universities at faculty level.

Title Name	First name	Department	Phone	E-Mail
Prof. Radtke	Susanne	Electrical Engineering and Information Technology - Digital Media	+49 (0731) 50-28321	radtke@hs-ulm.de
Prof. Dr. v. Schwerin	Marianne	Electrical Engineering and Information Technology	+49 (0731) 50-28315	m.schwerin@hs-ulm.de
Prof. Forster	Gerhard	Electrical Engineering and Information Technology - IEEP coordinator	+49 (0731) 50-28338	forster@hs-ulm.de
Prof. Dr. Hering	Joachim	Computer Science	+49 (0731) 50-28526	hering@hs-ulm.de
Prof. Dr. Watty	Robert	Mechanical and Automotive Engineering	+49 (0731) 50-28033	watty@hs-ulm.de
Prof. Dr. Commerell	Walter	Production Engineering and roduction	+49 (0731) 50-28347	Commerell@hs-ulm.de
Prof. Dr. Otto	Marc-Oliver	Economics	+49 (0731) 50-28013	otto@hs-ulm.de
Prof. Dr. Beckmann	Anette	IMEP coordinator	+49 (0731) 50-28013	Beckmann@hs-ulm.de
Prof. Dr. Walter	Thomas	Mechatronics and Medical Engineering	+49 (0731) 50-28523	walter.th@hs-ulm.de
Prof. Dr. Blechschmidt-Trapp	Ronald		+49 (0731) 50-28534	blechschmidt-trapp@hs-ulm.de
Prof. Dr. Kesztyüs	Tibor	Graduate School	+49 (0731) 50-28171	kesztyus@hs-ulm.de

2.4. AALEN UNIVERSITY OF APPLIED SCIENCES – HOCHSCHULE AALEN, GERMANY



2.4.1. AALEN UNIVERSITY IN SHORT

6.000 Students from more than 60 nations enjoy their studies in 5 schools (Chemistry, Electronics & Computing Science, Management & Business Sciences, Mechanical Engineering & Materials Science, and Optics & Mechatronics). Bachelor and Master course offerings are conform to Bologna and are regularly evaluated and updated according to innovative educational and scientific insights, specific needs of the regional industries and international academic standards. Being a member of one of the universities of applied sciences of the State strongest in research means being a member of the world too: international relations are one of Aalen's trademarks and flourishing partnerships exist to more than 100 universities around the globe. The exchange of scientists and students from all over the world enriches the Aalen campus and region day by day. Furthermore foreign students take advantage of the practice orientation and the excellent industry links of the university. Renowned for its intense research activities Aalen University also facilitates effectively the transfer of technology to regional industries. Whereas applied research is bundled by the Institute for Applied Research, the transfer of knowledge and the cooperation with businesses is organized within Transfer Centers, making the latest technology and management insights available to Industry and an Innovation Center simultaneously strengthening the innovation power of the companies of the region and fostering the establishment of high tech start-up companies. The Aalen University is member of the European University Association EUA and is regularly involved in European educational and research projects e. g. in the FPs, Socrates / Erasmus / LLP, Minerva, Leonardo, ALFA, Tempus and Erasmus+. Besides a number of double degrees with partner universities in various countries, the university is also collaborating with some of their partner institutions within the frame of cooperative PhD programs.

2.4.2. AALEN UNIVERSITY FACT SHEET

General Information	
German Name	Hochschule für Technik und Wirtschaft Aalen
English Name	Aalen University
Erasmus code / EU Charta No.	D AALEN01 / 29718
International Office	
Incoming Students	
Contact person	Mrs. Antje Discher
e-mail	antje.discher@hs-aalen.de
Outgoing Students	
Studies abroad	Ms Nichola Adams
e-mail	nichola.adams@hs-aalen.de
Internships abroad	Ms Karin Kadow
e-mail	karin.kadow@hs-aalen.de
Postal Address of contact unit	International Relations Office, Aalen University Beethovenstrasse 1, D-73430 Aalen, Germany
Telephone / Fax	++ 49 7361 576 – 1701 / ++ 49 7361 576 – 1709
Number of Students & Staff	Approx. 6.000 students and 500 staff
City & Number of Inhabitants	Aalen: 67.000

Academic Calendar	
Preparatory German classes & orientation (compulsory)	Winter semester = 01.09. / Summer semester = 01.03.
Lecturing periods	Winter semester = Oct.-Jan. / Summer semester = Mid-March – June (included)
Examination periods	Winter semester = 1 st 3 weeks of Feb. / Summer semester = 1 st 3 weeks of July
English Taught Lectures	https://www.hs-aalen.de/pages/aaa_english-taught-lectures Project work & final projects can be supervised in English
Language Requirements	Students wishing to follow English taught lectures should possess a B2 level. Students wishing to follow German taught lectures should possess at their arrival at least a B1 level (so that they can reach B2 within an intensive course in Aalen).
German language courses & orientation	Exchange students are asked to attend the preparatory German intensive course in the beginning of each semester. German classes during the semester are building up on the intensive course which is also containing a knowledge test in the beginning and an examination at the end. Credits are also given to the intensive course. Furthermore, orientation sessions are taking place in parallel.
Accommodation / Housing	Contracts for accommodation in residence halls always go for 6 months: Winter semester = 01.09. - 28.02. Summer semester = 01.03. - 31.08. Alternatively students can take private accommodation (early arrival advised); please contact antje.discher@hs-aalen.de to obtain addresses & hints with respect to private accommodation or places to stay during the first days.
Application Procedure for Students (Erasmus SMS, SMP, etc)	Application & information packages: https://www.hs-aalen.de/uploads/mediapool/media/file/4756/AA_Uni_App_Pack_Status_January_2015.docx Application deadlines: for the Winter semester = 01.06. for the Summer semester = 01.12.
Application Procedure for Faculty & Staff (Erasmus STA, STT, etc)	Please contact: pascal.cromm@hs-aalen.de or aaa@hs-aalen.de
Useful Information / International Student Guides	General Information: https://www.hs-aalen.de/pages/akademisches-auslandsamt_incomings City Guide: https://www.hs-aalen.de/uploads/mediapool/media/file/3423/85_City_Guide_English.pdf
Research, Development, & Innovation	Contact RDI staff and cc International Coordinator in your enquiry. Ralf.Schreck@hs-aalen.de

3. PROJECT ACTIVITIES

The project activities took place between its four years eligibility period from 2012 to 2015 included. The first months in 2012 were dedicated to the organization of the infrastructure of the project that is the designation of the contact people, the installation of a website of the project (<http://www.dies.pucv.cl>) and the agreement of the dates of the first meetings, preparations of trips etc. Accordingly the Kick-off meetings took place in May 2012. The implementation of the projects activities was accompanied by a total of seven meetings in the three project countries, consisting of the Kick-off meetings in Chile and Peru, five internationalization workshops of which three took place in Germany, one in Chile and one in Peru and the Closing meetings which took place again in both partner countries Chile and Peru. The five internationalization project workshops dealt with the topics "Profile and Strategy", "(Ex-) International Students and Scientific Visitors from a strategic point of view", "Fund Raising, International Project Management and Industrial Networks", "Internationalization at Home: Processes, Communication Channels, Responsibilities & Intercultural Awareness Raising" and eventually "Quality Management & Management by Objectives". During the four project years additional meetings between the German universities Hochschule Aalen and Hochschule Ulm took place. Also to evaluate the progress of the work of all project partners and in order to allow for discussions and exchange on project issues, a total of 36 virtual meetings took place via Skype conferences during the project years 2013 to 2015. Following the Kick-off meetings in May 2012, the 4 project universities were busy with the selfevaluation study. The outcomes of this exercise done the previous year to determine the project universities' current state of internationalization were shared during workshop 1 in Aalen and Ulm in the beginning of 2013. The self-evaluation exercise allowed the teams to have a more accurate view over the internationalization phenomena within their own university and within the project partner universities, including respective areas that are underdeveloped as well as the strategies that partner universities have implemented so far. Workshop 1 allowed as well to define five strategic (common) key performance indicators (KPIs) onto which the four universities decided to concentrate on within the frame of the ongoing project. In the following, the teams had to deal with the elaboration of a SWOT analysis and with the definition of internationalization goals and objectives in order to concretize the project partners' strategic roadmap.

3.1. THE SELF-EVALUATION PHASE AND THE KEY PERFORMANCE INDICATORS (KPIs)

The self-evaluation phase made clear that the four project universities are gathering partly different types of data and that they are confronted with different degrees of difficulties to gather particular data.

Indeed, the project brought together four partners interested in improving strategies for institutional internationalization and the first common exercise revealed actually quite some different sociocultural realities, conditions, and resources, as well as different institutional merits, emphases and objectives and last but not least different individuals (i.e. background, experience, and dedication) all carrying different motivations with them.

The project teams thus decided that every institution can, will and should continue working with the key performance indicators (KPIs) they estimate being most important for them, however it was also agreed upon that in order to establish a comparability between the institutions, a little number of identical KPIs have to be introduced those being *student mobility outgoings* (counting heads / pure numbers per year and setting them in relation to the total number of students at the university in the given year), *student mobility incomings* (idem, just counting heads / pure numbers per year and setting them in relation to the total number of students at the university in the given year), *English taught modules* counted in numbers of credits given (e.g. one university has 100 lectures with 3 Credits each, makes it English taught lectures for the total amount of 300 Credits), *faculty exchange* counted in numbers of faculty with an academic assignment (teaching, partnership negotiation, project planning etc. but no conferences and the like; and *double degree programs* counted in numbers) focusing on outgoing mobilities as incoming mobilities are even more difficult to trace.

Managing differences among partners and also agreeing upon definitions (e.g. "internationalization", "stakeholders", etc.) were important factors in the process of the establishment of the five common key performance indicators and happened within the frame of a permanent dialogue at the occasion of the (virtual) meetings. Eventually the awareness about internationalization being a multidimensional process was raised within all four project teams and also with the universities at the level of people involved.

3.2. THE SWOT ANALYSES

3.2.1. PUCP

2.2.1.1 STUDENT MOBILITY OUTGOINGS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Some PUCP faculties are interested in expanding study abroad offering. - PUCP has a large network of international partners (230), which could serve as a destination for study abroad. - PUCP offers financial incentives for students who decide to study abroad. - The staff at the ISMD is prepared and experienced in coordinating study abroad programs. - Some of PUCP partner universities offer scholarship or incentives to our students (housing, monthly allowance) - The number of students participating in a study abroad program increased 20% between 2011 and 2012. - PUCP offers double degree programs to its students. - International Exchange Programmes (EM) 	<ul style="list-style-type: none"> - A small percentage of PUCP students participate in study abroad programs (1%) - There are perceived disincentives for studying abroad (e.g. delayed graduation, lower GPA, uncertainty about transferring credits from abroad, etc.) - Most of the study abroad programs are semester-long programs or year-long programs. PUCP does not offer any short study abroad program to its students. - The knowledge of English or other language as French or German may not be enough to allow them to apply for a study abroad program.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - International students are a resource to promote student involvement in study abroad. - The ISMD can provide leadership in all the stages involved in planning PUCP study abroad programs. - A robust study abroad program may be used as a highlight point to attract more students to PUCP. - There are more and more scholarship opportunities for LA exchange students (ELAP, ISAP, JASSO, BW) - Study abroad programs offer is now a very competitive point in term of student recruitment between Peruvian Universities. 	<ul style="list-style-type: none"> - Study abroad programs are vulnerable to many external factors and require solid response protocol and mechanisms. - Most of PUCP students cannot afford a stay abroad.

2.2.1.2 STUDENT MOBILITY INCOMINGS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - PUCP offers strong and attractive academic programs for international students. - International enrolment has grown steady in the past three years. - The staff at the ISMD is prepared and experienced in processing admission of international students. - The ISMD staff is prepared and experienced in providing campus programming for international students. - PUCP international students come from about 35 countries and enrich the PUCP campus with diversity. - PUCP offers summer field school programs. The ISMD has vast experience working with international students who come on a short-term basis. - PUCP has an extensive network of partner universities. - International Exchange Programmes (EM). - Renowned professors worldwide. 	<ul style="list-style-type: none"> - International students are largely concentrated on campus. The Faculties of Human Sciences and Social Sciences accounts for about 60 percent of international enrolment. - International enrolment is highly concentrated in some countries. About 40 % are from the USA - As international enrolment grows, cross-cultural interactions on campus both with Peruvian students and across cultural groups appear to be more difficult - The growth of international enrolment has come associated with greater uncertainty about how other units on campus can/should provide support to international students - The growth in international enrolment limits the ISMD's ability to be an all-inclusive service unit as it was in the past for international students. - PUCP does not have any campus disability policies or guidelines
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - PUCP international enrolment may grow by exploring alternative methods for attracting students: short programs, summer programs, customized programs - There is a growing interest for Spanish language courses (immersion program, semester program). There is a market of students who wish to improve their Spanish skills. - PUCP and Peru are attractive for international students - According to the rankings PUCP is the best university in Peru. 	<ul style="list-style-type: none"> - The concentration of international students in a few majors and academic departments may limit PUCP's capability to increase international enrolment. - There is a growing competition in the LA region for recruiting students - Other universities in Peru and LA region attract international students for the instruction of Spanish as a second language. - Special attention must be given to the imbalance between outgoing and incoming students.

2.2.1.3 ENGLISH TAUGHT MODULES – COUNTED IN NUMBERS OF CREDITS GIVEN

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Modules implemented last year have been successful among students. - The information is centralized by the Faculties and it's a fixed number for each semester. - There are no special procedures to create new modules in English; it depends on the will of the Faculty members, the availability of the professor and the interest of the students. - The price is based on the number of credits as in any other module. - Some modules already demand to read a high amount of papers in English, so it may not mean a substantial change. - DARI has already contacted most of the units involved in the creation and register of the modules. - They combine both learning a new subject and improving a foreign language. 	<ul style="list-style-type: none"> - The knowledge of English among students may not be enough to set up new modules. - It's always easier to follow a module in one's mother tongue and, if there is no support or advantage, other than the language, students may not be interested. - Students may need to devote more time to modules in English than to the rest of their studies. - Working with Faculties is not always easy in order to get the figures. - There may not be enough teachers able or ready to teach in English. - There is no official policy backing the improvement of this indicator. - The procedure itself for the creation of new modules can be complicated.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The Faculty of Sciences and Engineering is for the creation of new modules. - The new internationalization agenda of the university will help to promote the creation of new modules. - Exchange students may be interested in following these modules and new modules can be created for them. - Having taken modules in English may be considered as an extra in order to apply for some internal grants or scholarships. 	<ul style="list-style-type: none"> - Some Faculties may not be willing to create new modules. - If the modules, after being created, do not have enough students or the demand is not high enough, they may set a negative precedent. - Professors teaching in English may ask for special conditions.

2.2.1.4 OUTGOING FACULTY COUNTED IN NUMBERS OF FACULTY WITH AN ACADEMIC ASSIGNMENT

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - We have more and more faculty members interested in having professional experiences abroad. - There already are some official channels the professors follow when going abroad. - Many agreements signed by PUCP include professors' exchanges that have not been implemented up to now and they may be revived. 	<ul style="list-style-type: none"> - There is no centralized register of the figures and not all travels abroad go through the international relations office. - There is no protocol within the university or the Faculties to do the follow-up of the travels. - There is no established fund for professors going abroad, what would also help us with a more reliable register. - Each unit uses different parameters when registering the professor with licence to go abroad. - The indicator is not always seen as an asset for the units or for internationalization (also professors can consider it something personal and not in relation with PUPC's international development).
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - There is a growing interest by professors, departments and the university itself in improving the faculty mobility and its register. - The results may help to promote a new budget line aimed at financing faculty mobility. - Having defined clearly the objective a template may be draft to help the units to measure the indicator. 	<ul style="list-style-type: none"> - Units may consider we are interfering in their affairs data when asked for the data. - Units' workload may be an obstacle when trying to collect the data.

3.2.1.5.DOUBLE DEGREE PROGRAMMES - COUNTED IN NUMBERS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - The information is centralized by the Faculties and the Graduates School and it's a fixed number that does not change during the year - There is already a reliable register of the double-degrees currently existing. 	<ul style="list-style-type: none"> - The existing double degrees have not been really successful regarding the number of students and the involvement of faculty members. - Travelling abroad without financial aid is not so easy for many of the students, especially during long periods. - Language requirements may be an obstacle to take part in them. - Most of the existing double degrees are related to engineering and they may compete among them.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The existing double degrees may be used as a starting point to improve the number of students involved and to create new activities within them. - Obtaining a double degree by two different universities gives you access to a wider labour market. It may not be difficult to encourage students to take part in them. - The creation of more modules in English may draw the interest of more foreign students to take part in the programmes. 	<ul style="list-style-type: none"> - Seeing the results from previous experiences units may be reluctant to approve new ones. - Creating new double degrees imply more paperwork and the involvement of more units than for other international procedures, as well as the signature of an agreement by the president of the university. - Embassies from EU country do not facilitate obtaining student visas.

* The present Swot analysis has been done having in mind the indicator itself, its measurement, and the possibility of improving it in the future.

* It's understood that we refer to faculty and student mobility abroad, since at DARI we also deal with students to other universities in Peru.

3.2.2. PUCV

2.2.2.1 STUDENT MOBILITY OUTGOINGS (PROGRAMA DE MOVILIDAD ESTUDIANTIL PME)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Financial support for students to study abroad - The process management is constantly looking for improvements to better satisfy student's needs. - There is a good degree of student awareness of opportunities to study abroad. Students take part of the semester callings massively. - Besides the institutional pitfalls, the PME has managed to be a solid and experienced internationalization unit inside PUCV. - The PME has a very attractive and diverse destination offer in most parts of the world. - The PME has reached a new historic peak by sending -in one calling- the historic total registered up to 2011 (125). Improvements are paying-off. 	<ul style="list-style-type: none"> - Despite increasing faculty awareness, some faculty believes studying abroad won't give students the academic background and knowledge they will obtain at PUCV. - There is a lack of articulation among the PME, the academic units and the Academic Vice rector's efforts respecting the worth of the experience, its impact in the curriculum and in the job market. - The authorization and recognition of the study abroad course load is a heavy and frustrating process to many students applying to and returning from their study abroad experience. - For all reasons above, many students can't make real progress in their program and lag behind. - There is not a solid destination offer in Asia. - Even when the PME has managed to boost the numbers, the program's human resources will prevent the program to reach the authorities' PME growth expectations.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - Giving that the University is setting indicator standards to measure internationalization performance and each academic unit will be evaluated against those standards, they are approaching to the International Relations office to ask for assistance to boost their numbers. - There is an increasing faculty awareness of and interest in study abroad opportunities for their students. Some academic units are appointing their own international relations coordinator who, among other things, advises students who want to study abroad. - The PME has become a tool for university prospects recruitment. Giving that part of its offer can be well identified with benefits for specific countries (e.g. DAAD for Germany) the marketing office at PUCV targets students from the Deutsche Schule, Scuola Italiana, Alliance Française, etc. - The fusion of former International Academic Cooperation office with the respective of International Programs is aiding to improve communication in terms of signed agreements. PME was not always aware of the agreements signed for student mobility and the destinations available were not updated. 	<ul style="list-style-type: none"> - If the gaps in the authorization and recognition of the study abroad course load persist, the academic impact of the study abroad experience will be compromised and reduced only to a personal development gain. - Study abroad opportunities have become a strong recruitment asset among most higher education institutions and the PME has become a strong recruitment tool. If the loops within the authorization and recognition process of courses taken abroad remain, the degree of dissatisfaction might be a risk. - The PME started as the first program –in the region at least- to give financial support to students in order to make the experience affordable for them. Up to day it isn't the case anymore.

2.2.2.2 STUDENT MOBILITY INCOMINGS (PROGRAMA INTERNACIONAL DE INTERCAMBIO ESTUDIANTIL PIIE)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - PIIE is the first regional international exchange program, dating from late 80's. Its trajectory has allowed to build a solid platform to receive international students with very experienced staff as most of them started working since the inception of the program in the university. - PIIE has been able to develop a diverse and flexible program offer and a well-rounded support and service system. - PIIE has had the autonomy to develop a set of courses taught exclusively for international students. This has allowed relying not only in the University's academic offer. - There is evidence showing that the vast majority of students taking part of PIIE's study opportunities have chosen the program due to former friends who also participated in them. - PIIE, thanks to the long trajectory it has drawn, already has a well-defined business model. This has allowed the International Relation Office to invest part of the revenue in scholarships for PME students. - Very positive institutional awareness of the program. - There is evidence suggesting that some US universities identify PUCV as an outstanding institution teaching Spanish to foreigners. - Valparaíso offers an excellent setting that has proved to be very appealing to international students. 	<ul style="list-style-type: none"> - The program still struggles with some academic units to place students in some courses due to a lack of spots available. - The program also struggles to collect information related to course descriptions. - Courses taught in English within the academic units are almost none existent and the only type of courses that PIIE has been able to deliver is related to the humanities and social sciences. - PIIE has a strong emphasis on teaching Spanish and courses related to Chile from the humanities and social sciences perspective. This has prevented PIIE to diversify the areas of knowledge available for international students in English. - PIIE handles large amounts of data and lacks a good administration system.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The business model has allowed PIIE to consolidate its Spanish language offer in the USA. This platform will allow PIIE to introduce a new set of programs in the same market. - There still are some niche areas in program development that haven't been explored by the program and that could be articulated with the offer that is already well established. - PUCV has a strong leadership nationally and regionally in the field, and currently plays a leading role in the national project aimed at developing Chile's brand for education. 	<ul style="list-style-type: none"> - Student strikes. - Increasing competition within the Valparaíso region. - Increasing competition within Latin America. - The costs in Chile are higher than average costs in Latin America

2.2.2.3 ENGLISH TAUGHT MODULES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - At the PIIE level there exists already a set of courses taught in English for international Students that is growing and diversifying. 	<ul style="list-style-type: none"> - This is the most underdeveloped internationalization indicator in our University - At the University level there are some courses taught in English. However there is no institutional lead on that direction.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The existence of courses taught in English is a none-explored opportunity for the University. - Courses taught in English are not only attractive for US students, but also to European and Asian students. 	<ul style="list-style-type: none"> - Other Chilean higher education institutions may be aiming towards that direction too. - Other Latin American higher education institutions already have a solid offer of courses taught in English

2.2.2.4 OUTGOING FACULTY

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - PUCV is well recognized for the quality of its scientific production. - Faculty at PUCV is very internationally active; many professors go abroad for short or long stays. - As a research oriented university, a good number of faculties go abroad to take part of research projects. - Faculty is well aware of the financing options they have in order to carry out research abroad. 	<ul style="list-style-type: none"> - The autonomy of each academic unit prevents, at the institutional level, to have an accurate look at the real numbers and impact of the stays abroad. - There are no institutional indicators set for this activity, thus there is no evaluation on the performance of this item. - There are no institutional instruments (programs and financing) to push undergraduate faculty mobility and to provide support to faculty going abroad. Most resources are spent for faculty doing research abroad.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The lack of institutional programs and indicators is an opportunity to define where the University wants to go in this field. 	<ul style="list-style-type: none"> - Not paying enough attention to this indicator thinking it already exists.

3.2.2.5.DOUBLE DEGREE PROGRAMMES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - PUCV has a positive experience with those programs that are currently working. - There is an increasing interest and articulation of this type of internationalization instrument at an institutional level. - Some academic units are partnering with institutions with strong reputations in the field of their expertise. - PUCV has been able to benefit from State funding obtained to enhance this type of international collaboration. 	<ul style="list-style-type: none"> - There is a lack of awareness, among non-academic staff (lawyers mainly), about other educational systems. - There is a lack of agreed procedures and policies to sign this type of agreements that poses a significant obstacle to the growth of this type of initiatives. - Language proficiency is an obstacle as well. - The current programs are only for engineering and architecture. Psychology will be signing soon. - Government funding is not always available for all programs.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - Doubles degrees are a growing field that is just in its beginnings for most part of PUCVs academic units. - There is already an expertise developed through the experience in the engineering field that can be used for other areas. 	<ul style="list-style-type: none"> - There is a lack of awareness, among non-academic staff (lawyers mainly), about the need of flexibility to make double degrees actually come into being. - PUCV sends more students than it receives. - There is a shared perspective that a degree abroad will broaden student's job options in the host country. However, the recognition of the diploma depends on the legislation in each country.

3.2.3. HSU

2.2.3.1 STUDENT MOBILITY OUTGOINGS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - HSU has a large network of international partners (55), which could serve as a destination for study abroad. - The staff at the IO is prepared and experienced in coordinating study abroad programs. - HSU offers double degree programs to its students. - The ERASMUS program facilitates student's exchange within Europe - HSU offers a variety of scholarships for outgoing students - Degree courses with compulsory semester abroad 	<ul style="list-style-type: none"> - A small percentage of HSU students participate in study abroad programs (11%) - Most of the students lose one semester when they go abroad because they are not able to take exactly the same courses which they would have to take in Ulm - Lack of information, the international office is not able to reach every student. Professors need to advertise the study abroad semesters - Most of the students only speak English. Only few students go to Spanish or French speaking destinations
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - There is an increasing faculty awareness of and interest in study abroad opportunities for their students. - Through the mandatory semesters abroad an increasing number of students take part in the international students exchange - Designed semester abroad programs avoid the problems of recognition at the home institution 	<ul style="list-style-type: none"> - Many students do not want to extend their studies because of a semester abroad (problem of recognition of courses) - Students who have to spend a compulsory semesters abroad need a lot of counselling and tutoring from the international office

2.2.3.2 STUDENT MOBILITY INCOMINGS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - HSU offers English taught academic programs for international students. - International enrolment has grown steady in the past three years. - The staff at the IO is prepared and experienced in processing admission of international students. - HSU offers double degree programs to its incoming students. - The ERASMUS program facilitates student's exchange within Europe - HSU offers a variety of scholarships for incoming students - Incoming students internationalize the campus (internationalization at home) 	<ul style="list-style-type: none"> - The number of incoming students is dependent on the offer of English taught courses - The number of incoming students cannot be increased very much because of a lack of housing opportunities in Ulm - The English taught programs are only offered by 3 faculties and offer only a limited number of courses - The integration of German and international students is still difficult as German students do not attend the English taught classes if they do not have to
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - More international students can be attracted through short-term programs e.g. Summer Schools or summer projects in laboratories - Germany and Ulm as a medieval city is attractive for international students - An English taught study program may be used as a highlight point to attract more students to HSU - Incoming students internationalize the campus (internationalization at home) 	<ul style="list-style-type: none"> - Living costs in Germany are too high for students from poor or developing countries, more scholarships are needed for those students

2.2.3.3 ENGLISH TAUGHT MODULES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - The IEP program is very successful among students. - The accreditation of the IEP courses in the USA allows American students to get credits at their home institutions increasing thus the attractiveness of the program. - Not only international students take part in the modules, also German students attend the courses facilitating thus the integration of the international students. 	<ul style="list-style-type: none"> - German students do only attend the English taught courses when they have to - Many professors are very reluctant to teach in English.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - Degree courses with a mandatory semester abroad have to offer their courses in English to be able to host the same amount of students which they are sending abroad. This increases the offer of English taught modules 	<ul style="list-style-type: none"> - Willingness of faculties to create new modules. - If the modules, after being created, do not have enough students or the demand is not high enough, they may set a negative precedent. - Professors teaching in English may need additional English courses.

2.2.3.4 OUTGOING FACULTY

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - More and more professors take part in the teaching exchange and visit partner universities - All ERASMUS agreements include professors' exchanges - Every travelling professor hands in a report about his trip (if the trip has been financed by the international office) 	<ul style="list-style-type: none"> - Many professors still do not know about the financial possibilities to cover the costs of their stay abroad (e.g. Teaching Exchange within the framework of ERASMUS) - It is very difficult to collect the number of outgoing professors, especially those who work in international research projects
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - There is a growing interest by professors to take part in the international exchange and develop contacts to partner institutions. - The university has agreed to finance many trips and also supports language courses for staff and professors. 	<ul style="list-style-type: none"> - The workload of the professors does not allow them to travel a lot.

3.2.3.5.DOUBLE DEGREE PROGRAMMES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - There is an increasing interest within the faculties to establish double degree programs - Also within the partner institutions there seems to be a wish to set up new joint or double degree programs. 	<ul style="list-style-type: none"> - Most of the double degree programs are one-way programs (only outgoings or only incomings) - HSU has only one existing double degrees Master program with common study regulations - To develop new programs, there is the need to apply for funding. This requires a designed person who writes the application and takes care of the funding and writes the reports.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The experiences made within the existing double degrees may be used by other faculties to create similar programs. 	<ul style="list-style-type: none"> - The development of new double degrees causes a lot of work for the faculty and requires also some travelling and funding.

3.2.4. AALEN UNIVERSITY

2.2.4.1 STUDENT MOBILITY OUTGOINGS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - The leadership of Aalen University has made the increase of the outgoing mobility to one of its key internationalization tasks. - Internationalization workshops for the faculty have been implemented; the increase of the outgoing mobility belongs to the most important topics of these workshops. - Aalen University has a large network of international partners (100), which could serve as a destination for study abroad. - The IRO staff is experienced in coordinating study abroad programs. - Aalen University offers double-degree programs to its students. - The ERASMUS+ program facilitates student's exchange within Europe. - Aalen University offers a variety of scholarships for outgoing students. - Aalen University offers study programs that include a compulsory semester abroad. - Motivated faculty interested in expanding offers to study abroad. 	<ul style="list-style-type: none"> - In some cases, a study semester abroad leads to the prolongation of the studies. - Difficulty to increase the awareness of the students regarding the importance of a study semester: more support from the faculty necessary! - Sometimes cooperation between IRO and schools / departments not intensive enough - Most of the students only speak English as a foreign language. Only few students go to Spanish or French speaking countries. - Not enough study abroad slots available in English-speaking / Anglo-Saxon countries. - An internal survey carried out at Aalen University showed that students have various reasons for not going abroad, such as for example insufficient language competence or only partial validation / credit earning opportunities when studying abroad - Lack of lecture offerings in English that would prepare German students for a study abroad and make Aalen University a more attractive partner for exchange.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - There is an increasing faculty awareness of the importance of study abroad which increases the motivation of the students to go abroad. - Further measures increasing the awareness of the faculty of the importance of studies abroad (information sessions, best-practice examples...) - Designed / structured semester abroad programs lead to avoiding problems of validation at the home institution. - International students and returnees as a resource to promote studies abroad. - Use of all new scholarship opportunities - Offering more study programs in English at Aalen University increases in turn the chances of students from Aalen to study abroad - More study abroad slots available in bilateral exchanges in return of special offers such as Short Programs or Summer Schools - Development of more exchange programs with the involvement of companies (they are attractive for university partners abroad who in return offer more study abroad slots for Aalen University students) 	<ul style="list-style-type: none"> - Many students do not want to prolong their studies when full validation of a semester abroad is not available. - Some partnerships rely too much on personal contacts of involved staff – they are initiated by a specific person and end when the person is gone.

2.2.4.2 STUDENT MOBILITY INCOMINGS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Aalen University has an extensive network of about 100 partner universities. - Good reputation of German universities of applied sciences. - Aalen University offers English taught academic programs for international students. - International enrolment has grown steadily in the past years. - The staff at the IRO is experienced in processing the admission of international students and in providing support and services to the incoming students. - Aalen University offers double degree programs to its incoming students. - The ERASMUS+ program facilitates student's exchange within Europe. - Aalen University offers a variety of scholarships for the incoming students. - Incoming students make the campus more international and diverse ("internationalization at home"). - Apart from the standard academic programs, Aalen University offers also a short-term academic program for some partner universities ("Short Program"). - Internationalization workshops for the faculty have been implemented; the necessity to offer more English taught programs are prominent topics of these workshops. - Special offers fostering the integration of foreign students: Buddy Program, Excursions... 	<ul style="list-style-type: none"> - The number of incoming students is dependent on the offer of English taught courses. - The English taught programs are only offered by some faculties and offer only a limited number of courses. - The number of incoming students cannot be increased very much because of a lack of housing opportunities in Aalen. - The growth of international enrolment is associated with greater uncertainty about how other departments at the university can/ should provide support to international students.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none">- Creation of more English taught study programs.- International enrolment may grow by offering more alternative programs: short programs, summer schools, customized programs...- Development of more exchange programs with the involvement of companies (combination of a study semester and industrial placement).- Germany is attractive for international students.- More international higher education marketing.	<ul style="list-style-type: none">- International students chose to study at other universities in larger cities.- Living costs in Germany may be too high for some international students.

2.2.4.3 ENGLISH TAUGHT MODULES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Some faculties offer designed one-semester English modules on the undergraduate level. - There are several master programs that run completely in English. - The leadership of Aalen University has made the increase of English taught modules to one of its key internationalization tasks: 	<ul style="list-style-type: none"> - English programs have not been installed in all faculties. - Some study programs do not even offer individual lectures in English. - Teaching in English is seen controversial among the professors. - Very few lecturing native speakers. - Incentives for professors to give lectures in English are missing. - German students take English taught lectures only if they have to.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - More German students could participate in the English taught programs. It would help them prepare for their studies abroad and it would facilitate the integration of the international students. - Involvement of more native speakers as lecturers. - Introduction of incentives for professors to teach in English. - Degree courses with a mandatory semester abroad have to offer their courses in English to be able to host the same amount of students which they are sending abroad. 	<ul style="list-style-type: none"> - Willingness of faculties to create new modules. - If the modules, after being created, do not have enough students or the demand is not high enough, they may set a negative precedent. - Professors may feel uncomfortable when teaching in English as they are not used to.

2.2.4.4 OUTGOING FACULTY

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - More and more professors take part in the teaching exchange and visit partner universities. - Most ERASMUS agreements include professors' exchanges . - Professors participating in exchanges are generally motivated by the experience and get deeper involved in internationalization activities. 	<ul style="list-style-type: none"> - Many professors still do not know about the financial possibilities to cover the costs of their stay abroad (e.g. teaching exchange within the framework of ERASMUS). - It is very difficult to collect the number of outgoing professors, especially those who work in international research projects. - Follow-up or protocols of the travels are not systematic.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - There is a growing interest by professors to take part in the international exchange and develop contacts to partner institutions. - The university has agreed to finance many trips and also supports language courses for staff and professors. - Increase the awareness of the possibilities of faculty's mobility. - The outgoing mobility increases the incoming mobility. 	<ul style="list-style-type: none"> - The workload of the professors does not allow them to travel a lot.

2.2.4.5 DOUBLE DEGREE PROGRAMMES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Established double-degree programs with partner universities. - There is an increasing interest within the faculties to establish double degree programs. - Double-degree programs are attractive for students. 	<ul style="list-style-type: none"> - Creating a new double degree program is a complicated process and it requires additional funding, travelling and intensive supervision. - Language requirements may be an obstacle to take part in them.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - The existing double degree programs may serve as examples for new ones. - Other international students can take advantage from the offerings for the double-degree students. 	<ul style="list-style-type: none"> - The complexity of the process to develop a new double-degree program can hamper the efforts.

3.3. COCKPIT CHARTS

The Cockpit Charts give an indication of how the four project universities perform on the time line with respect to the defined five key performance indicators (KPIs). Considering that behind each KPI each university defines its own reference numbers, minimum goals and maximum goals (depending of course on size and past performance) each indicator will be comparable with the same indicator from the other project universities as they express the goal achievements in relative percentage values. The following examples of charts are based on the 2013 and 2014 achievements of the universities. Whereas the black arrows indicate the performance of 2014 the light blue dotted arrows indicate the performance of the former year 2013.

3.3.1. PUCP

Internationalisation Cockpit Chart 2013 vs 2014

Pontificia Universidad Católica del Perú, Peru

Date of issue:

Issued by:

Adjusted:

Student Mobility

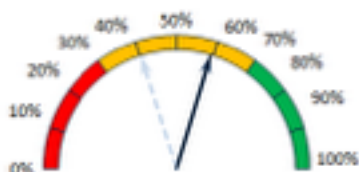
Outgoing



Remarks / Issues:

- Assessment of only one semester abroad.
- IRO is in charge of executing and counting.

Overall Performance



Remarks / Issues:

- Distinctions are made between IRO's responsibilities and assessments of information on internationalisation activities carried out by other units in campus.

Student Mobility

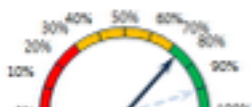
Incoming



Remarks / Issues:

- Exchange (agreement-based) and study-abroad (fee-based) distinction is made.
- Assessment includes short-term tailor made programs.

English Taught Modules



Remarks / Issues:

- IRO is not in charge of counting nor executing.
- IRO provides the offer to prospective incoming students.

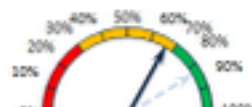
Faculty Exchange



Remarks / Issues:

- Assessment is based on IRO's budgetary allocation to grants and scholarships.
- Not all faculty mobilities is assessed by IRO.

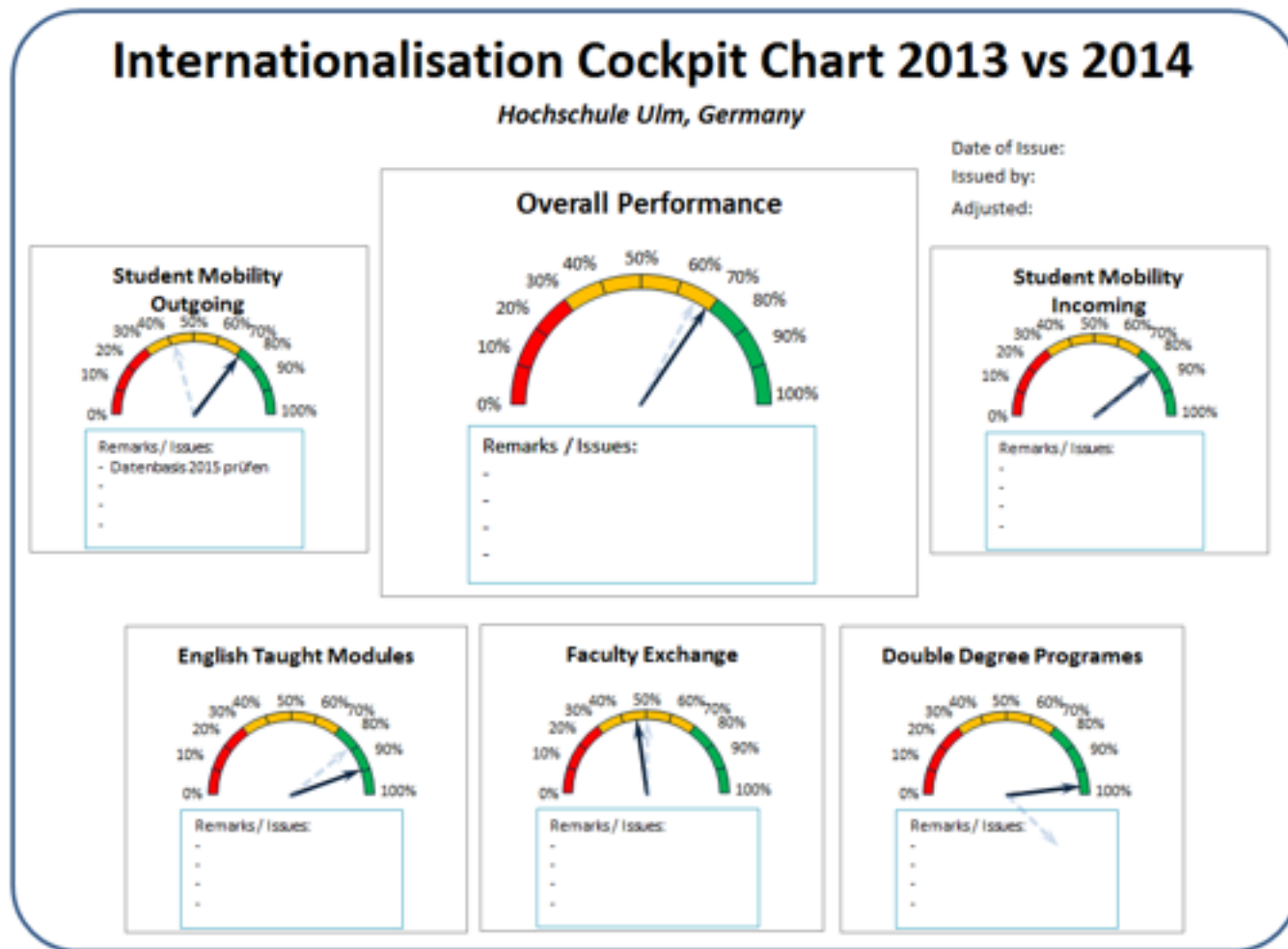
Double Degree Programmes



Remarks / Issues:

- IRO is not in charge of counting nor executing.
- IRO provides the offer to prospective outgoing students.

3.3.2. HSU



3.3.3. AALEN UNIVERSITY

Internationalisation Cockpit Chart 2013 versus 2014

Aalen University

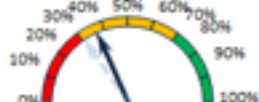
Date of Issue:

Issued by:

Adjusted:

Student Mobility

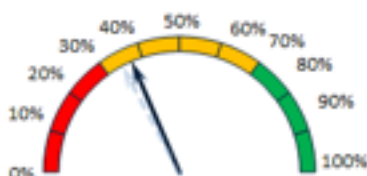
Outgoing



Remarks / Issues:

- Short Term Programs
- Semester Abroad

Overall Performance

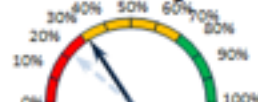


Remarks / Issues:

- Student Mobility Out & In
- Faculty Exchange
- English Taught Modules
- Double Degree Programs

Student Mobility

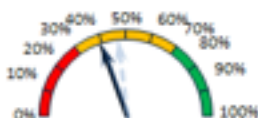
Incoming



Remarks / Issues:

- Short Term Programs
- Semester Exchange
- Internat. Degree Seeking

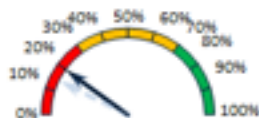
English Taught Modules



Remarks / Issues:

- Schools
- Special Semester Programs
- Short Programs

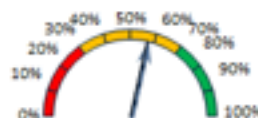
Faculty Exchange



Remarks / Issues:

- Short Term (up to 2 weeks)
- Mid Term (0.5 to 2 months)
- Semester Exchange

Double Degree Programs



Remarks / Issues:

- Bachelor Programs
- Master Programs

3.4. THE STRATEGIC ROADMAPS

3.4.1. PUCP

Pontificia Universidad Católica del Perú (PUCP) is a private, non-profit institution devoted to research and higher education. It was founded in 1917, and, as today, it has a population of more than 25,000 students, both at undergraduate, master and doctorate levels. PUCP is among the 25 most important universities in Latin America, and is ranked top within Peru according to QS International Ranking. The quality of our education is at the core of the university and our students, researchers, faculty and staff are proof of it.

PUCP is the most internationalized higher education institution in Peru, hosting more than 500 international students each year. Internationalization at PUCP seeks, firstly, the broadening of our community's skills and capacities by the implementation of ideas, knowledge, and technological challenges from abroad. Secondly, PUCP strives for fostering the skills for an active participation of our community within the new global society as an essential part of research and educational practices (Taken from *Pautas para la internacionalización de la PUCP* (DARI, 2013: 1)). PUCP has signed over 200 agreements with partner institutions around the globe that serve as the basis for exchange mobility, research partnerships and the implementation of international academic programs. As 2014, the University has 20 double degree programs with international institutions both at the undergraduate and graduate levels. As a member of 14 university networks and associations along the Americas and Europe, PUCP promotes mobility through different special programs (Summer Programs and Field School Programs, among others) and networks (such as SMILE, PIMA, UDUAL, CINDA, and others), both as home and host institution, receiving a large number of foreign students for either one semester or a whole academic year.

In July 2013, a document specifying the roadmap to PUCP's internationalization (Spanish: *Pautas para la Internacionalización de la PUCP*, now on referred as *Pautas*) was approved by University Council (Nr. 091/2013) and consequently published and distributed by the Academic Direction for Institutional Affairs (Dirección Académica de Relaciones Institucionales, DARI). DARI is the office within PUCP in charge of the

promotion of internationalization and the execution of both domestic and international programs of student, faculty and staff mobility.

GOALS AND CONDITIONS

These are the main goals and conditions to be fostered within PUCP in order to promote internationalization as stated by Pautas:

GOALS

- a) Openness across University to ideas, knowledge, technological challenges and dialogue with international partners.
- b) Active participation in a globalized world.
- c) Selective development and strengthening of international bonds with agencies, embassies, international public organizations, HEIs and partner institutions.
- d) Strategic alliances with national universities and Governmental organisms.

CONDITIONS

- a) Political will and communication.
- b) An academic direction in charge (DARI).
- c) Qualified staff.
- d) English as a mandatory language.
- e) Curricula alignment.
- f) Complementary services: language school, travels and events.

TARGET PLAN WITH TIMETABLE

PUCP's Strategic Institutional Plan 2011-2017 (Plan Estratégico Institucional 2011-2017, PEI) defines internationalization as a transversal process to be acknowledged by all offices within university.

As 2017, PEI ENVISIONS FOR PUCP:

- To become an academic model of comprehensive, interdisciplinary education within Peru and Latin America.
- To have the necessary conditions to become a research-based institution.
- To permanently intervene in national debates regarding education, social development and sustainability by discussing innovative ideas and proposing enduring solutions.

IN ORDER TO DO SO, THE STRATEGIC GOALS FOR SCHOOLS ARE:

- To promote the addition of an international dimension in their academic programs.
- To promote the rigorous use of the books and journal collections in languages other than Spanish.
- To promote the acquisition of such materials by the University Library.
- To promote within their students to learn foreign languages.
- To deliver courses in Lima and Cuzco (Casa Pisac) during wintertime (summertime in the Northern hemisphere) in order to promote academic incoming mobility.
- To promote initiatives that may contribute to becoming hosts of international academic events. [...]

MEASURES

Three key performance indicators are permanently tracked by DARI for measuring PUCP internationalization: (A) incoming student mobility, and (B) outgoing student mobility, as promoted and coordinated by the Student Mobility Division; and (C) incoming and outgoing faculty mobility, as promoted and coordinated by the Academic Internationalization Division.

INCOMING STUDENT MOBILITY

Incoming students: exchange students (through exchange agreement) and visiting students (free-movers) studying at PUCP for one or two semesters

	2011	2012	2013	2014	2015
PUCP's Strategic Plan	437	441	445	449	453
Incoming students		437	451	444	

Field School Programs students: students participating in one of our Field School Programs

	2011	2012	2013	2014	2015
PUCP's Strategic Plan	N/A	N/A	30	30	30
Incoming students		53	42	36	

OUTGOING STUDENT MOBILITY

Outgoing students: students studying abroad for one or two semesters through a student exchange agreement.

	2011	2012	2013	2014	2015
PUCP's Strategic Plan	196	226	256	286	316
Outgoing students		196	238	204	

FACULTY MOBILITY (IN/OUT)

	2012	2013
PUCP faculty courses or seminars in a HEI abroad	4	3
PUCP faculty taking part in international research projects	9	7
International professors visiting PUCP (teaching, giving lectures, etc.)	8	27

RESOURCES

- Academic Director for Institutional Relations,
- Head of the Office for the Development of Institutional Relations,
- International Development Coordinator,
- Agreements and Networks Coordinator,
- Head of the Student Mobility Division,
- International Mobility Coordinator,
- Head of the Academic Internationalization Division,
- Faculty and Staff International Mobility Coordinator,
- Deans, heads of academic departments, and administrative staff within schools and academic departments.

RESPONSIBLE PARTIES

- Academic Direction for Institutional Affairs (Dirección Académica de Relaciones Institucionales, DARI)
- Office for the Development of Institutional Relations
- Student Mobility Division
- Academic Internationalization Division

Communication and participation

[...]

OBSTACLES

- Acknowledgement of the importance of internationalization as defined by PUCP's Strategic Plan 2011-2017.
- Knowledge of authorities of the newly published document Pautas para la internacionalización de la PUCP.
- High costs for Peruvian students to go abroad.
- Lack of infrastructure for receiving international students.
- Poorly integrated system of coordination among University's offices and divisions

3.4.2. PUCV

PUCV, as many universities, started to experience an urgency to update its current efforts in favor of the international dimension of its tasks as a higher education institution. The realization of the importance of such dimension was assumed, and it appeared, first as a key element, and then as a strategic axis, in the University's Strategic Plan.

The implications, consequences and challenges that posed the transit of internationalization as a marginal activity to a central, strategic task, increased and became more evident in the last few years. As it could be expected, the emerging phenomenon had its impact on the units in charge of carrying out the internationalization efforts at PUCV at the moment: Academic International Cooperation and Undergraduate Student Mobility Programs.

Firstly, nowadays PUCV is the reference for undergraduate student mobility in Chile, receiving each year 850 undergraduate international students through various admission paths. Also, PUCV was the first Chilean university to support Chilean students financially to live an international education experience, allowing 10% of undergraduate graduates to leave the university with an international experience as part of their CV. The expertise developed since both, the incoming and the outgoing programs were created, has become one of the most valuable tools for the university to face the new challenges.

Secondly, as a well-recognized intensive research university, PUCV professors and researchers belong to the vast amount of scientists that build knowledge around the world. They invigorate the quest for knowledge, and they do so through the national and international networks they build and they belong to.

Under such context, the university is aiming at consolidating those activities where the international dimension has probe its impact, and is fostering a common understanding of the importance of the international dimension within higher education institutions to achieve a desirable state of things, namely that of quality assurance. Quality assurance is necessarily linked to the accreditation processes, and we can see that the

international factor has become relevant, in a more or less explicit degree, for the systems of quality assurance.

For that purpose, a big effort of data gathering took place for the definition and subsequent inception of the current Strategic Plan 2011-2016, where relevant indicators were defined and agreed upon (concordados), through the “Planes de concordancia”, between the Central Administration and the Academic Units (departments). Those indicators are:

- PUCV Students abroad
- PUCV Students with a Ph.D. Cotutelle
- PUCV with a Double Degree
- Undergraduate non-degree seeking International Students at PUCV
- Graduate degree seeking International Students at PUCV
- International accreditations

GOAL

- To consolidate outgoing students mobility
- To consolidate incoming students mobility
- To consolidate International academic cooperation

TARGET PLAN WITH TIMETABLE 2011-2016

Chilean PUCV student Exchange will increase. For that purpose, the procedures, as well as the regulations, will be reviewed and adjusted in order to facilitate the access to the international study experience.

Actions will be implemented to attract more international students to regular undergraduate and graduate study programs. Also, the University will increase the range of its Exchange and Study Abroad programs, especially those designed for International students. Additionally the Spanish acquisition and certification programs will be strengthened.

The acquisition and command of English as a foreign language will be developed in the students.

Faculty mobility will be fostered

MEASURES

To modify the current regulations that allow PUCV students to go abroad

To strengthen and expand of the university's English as a Second Language program

To review and benchmark the most demanded contents in the USA

To recruit and incorporate new staff members for the outgoing program

To implement software to improve the management of key mobility and international cooperation processes

To develop and implement follow-up mechanisms for internationalization initiatives

To implement a financing mechanism to support internationalization activities

RESOURCES

Director and employees of the Office of International Relations, central administration

Directors, Deans and Academic Units' Directors

International Partners

RESPONSIBLE PARTIES

Vice Rectory of Development and Director of International Relations

COMMUNICATION AND PARTICIPATION

Deans, Dean of Students, International Officer, Degree Programmes, Students

OBSTACLES

Different levels and focuses over internationalization amongst academic departments

Limited financial resources

3.4.3. HSU

Ulm University of Applied Sciences offers in teaching, research, and development, a broad academic profile in the fields of engineering, computer science, and media. Economic competences are mainly taught in close cooperation with the partner-university in Neu-Ulm. All offers of Ulm University of Applied Sciences are internship and experience oriented. Teaching and development in all fields build on a broad and solid basis in mathematics and natural sciences. Key non-technical qualifications and languages are an integral part of all degree programmes. Ulm University of Applied Sciences is regionally oriented to a high degree with its partners in industry. At the same time, new demand, with a view to the current needs of regional companies, encourages the University to provide all of its students with international and intercultural skills, as well as experience in applied research. Ulm University of Applied Sciences particularly supports the teaching of the requirements of technical and social restructuring in terms of sustainable development.

STRATEGIC GUIDELINES

TEACHING AND DEVELOPMENT

- Profiles of Bachelor and Master degree programmes build off each other: Bachelor degree programmes cover a wide area of relevance; Master degree programmes however, are more scientifically oriented, subject-specific and specialized programmes.
- The key element to the development of teaching and raising the profile of the university is the goal of an international university. It is for this reason that Ulm University builds on a curricular and organizational system which will ensure that a significant amount of students, and long-term all students, will, in the course of their studies, complete a mandatory stay abroad, as well as courses in intercultural competence.
- Ulm University has established for itself in all degree programmes, standards and measures in the areas of self-competence, social skills, and non-technical key qualifications. It has also developed a complementary curricular canon for all courses.

- In the coming year, a paradigm change will be required, in particular along the following three key messages:

1. On-campus programme for temporal and spatial decoupling

In addition to on-campus teaching, individual teaching and learning opportunities will be offered through new media

2. From initial training for occupational study and further development

A high proportion of courses are offered for part-time and occupational studies. They are built specifically on informally acquired competencies in professional practice.

3. From traditional students to diversity

Ulm University of Applied Sciences is also aimed at non-traditional students. In their cases, appropriate entry and orientation offers will be integrated in the curricular sequence.

APPLIED RESEARCH AND TECHNOLOGY TRANSFER

- Ulm University of Applied Sciences is promoting applied research by professors and students in the sense of motivating and technically competent teaching, as well as in terms of technology and knowledge transfer to its research partners in business
- Ulm University of Applied Sciences is specifically seeking international research collaborations with academic and corporate partners
- Ulm University of Applied Sciences is promoting the integration of masters programmes and research priorities, thus enabling direct links between research and teaching

PROJECT 3 INTERNATIONAL ULM UNIVERSITY OF APPLIED SCIENCES**MOTIVATION**

The internationalization of Ulm University and its programmes is a promising possibility to build up the profile and branding of the university, as identified by various committees. The vision here is of international experience in Ulm, but also in the context of student mobility, a binding part of the qualification profile of the degree programmes of Ulm University and the international profile of the elementary part of the curricular design of these programmes will lead to an international university. This is to be followed by Ulm University forming advanced goals based on the Bologna Reform that demand more space for the personal development of students and for the development of social skills. This can be achieved, alongside measures of liability, because international mobility in pure supplements leads to unsatisfactory participation rates for undergraduate degrees. The different types of student mobility can be chosen for according to their subject specifics – there are also corresponding counter-offers for incoming students, which will be developed, if necessary, in consultation with international partner universities, based on the principle of “balanced exchanges”.

GOAL OF THE PROJECT

Goal 1:

Providing generic concepts for elements of organized and semi-organized mobility programmes for use in standardized curricular design the university.

Goal 2:

A complete offer for incoming students in the framework of balanced exchanges.

Goal 3:

Infrastructure for the advising, support, and if necessary, accommodation of “incomings” and “outgoings” (especially for planning and support, and if necessary, fundraising for visiting professors) with an assumption of up to 300 mobile students and 10 mobile professors per year.

Goal 4:

Fundraising programmes to complement the financing from the administration, and personal infrastructure for the International Office

Goal 5:

Starting up and operation of at least 3 pilot programmes with elements of international competence acquisition during the project running time.

WORKING PACKAGES

A1:

Development of generic concepts for organized and semi-organized mobility programmes through the International Committee of the Senate – Communication of motivation and implementation proposals to the Faculties

A2:

Development and cataloguing of offers for English-taught lectures in degree programmes through the International Committee of the Senate and the International Relations Office

A3:

Development of a requirements catalogue concerning the building of infrastructure and development of implementation possibilities through the International Relations Office, as well as the Pro-rector for Studies and International Affairs

MILESTONES

M1: II 2015

Report from the International Committee on the elements of organized and semi-organized mobility in degree programmes

M2: II 2015

Cataloguing of English language lectures

M3: IV 2015

Requirements catalogue and concept for strengthening student mobility

3.4.4. AALEN UNIVERSITY

In the last ten years, Aalen University has significantly strengthened its initiatives and efforts in the field of internationalisation. The average number of foreign students who study a semester or more at the college has increased in this period by around 46% and is now almost 600 per year. At the same time, the number of Aalen University students who study abroad has increased by 42% and is now around 300 per year.

On the one hand, demand for international travel amongst students has increased significantly. The reason for this is clearly related to the demands from employers for candidates with foreign language skills and international experience. Another reason is Aalen University's belief that study and travel abroad is an essential part of any student's personality development.

In the framework of internationalizations strategy, Aalen University created programs to help students study abroad, but also brought in foreign professors and students to help create an international campus, in which students and teachers can meet people of different cultures.

Currently the Outgoings Rate, i.e. the rate of students who spend a semester abroad at some point during their bachelor studies is at least 32%. This rate should, through strong negotiations of international internship possibilities and course offerings, still be improved substantially.

The rate of so-called "Bildungsausländer" [education aliens], who come from non-EU countries, is for Aalen University only 4,5%. In the interest of creating an "international campus", this rate must clearly also be increased. For this reason, it is important to identify countries where significant recruiting activities can be done. In addition, the care of foreign students through a more intensive networking of the International Relations Office and the degree programmes must be implemented. Finally, the number of English-language course offerings must clearly also be increased, so as to make Aalen University more attractive for international students. This will be accompanied by a more promoted and intensified programme of short-term visits for foreign students (e.g. Summer schools), and the exchange of teaching staff.

GOALS

- To impart international experiences and intercultural skills to domestic students
- Increase the attractiveness of studying in Aalen for foreign students
- Create an „International Climate“ at the University.

TARGET PLAN WITH TIMETABLE

Implement a university-wide internationalisation strategy, including the possibilities of the South-western Higher Education Federation (2015).

Raise the Outgoing Rate by 50% (2018).

Establish a concept for international internships (internships without hurdles, services and offers for students) in cooperation with companies (2016).

Form agreements with partner universities abroad, that study abroad programmes of at least one semester will be set up in all degree programmes (2016).

Establish English-language study programmes in every degree programme in the amounts of 30 CP, which can be studied in one semester (2016).

Test special projects in conjunction with businesses to raise the Incomings rate (2016).

Raise the “Bildungsausländer” rate by 10% (2018).

MEASURES

Develop and implement a university-wide internationalisation strategy

Achieve full recognition of all courses in all study abroad locations in a timely manner

Together with the faculties: Create English-language course offerings for students from partner universities (non-degree-seeking Incomings)

Maintain contacts at all levels to generate foreign internships

Promote guest lecturers, both incoming and outgoing

Establish short programmes for international students

Establish industrial partnerships for internships abroad

Develop offers for foreign students in cooperation with businesses (Studies / Internships)

Develop a university-wide support concept for degree-seeking incomings

Further develop a support concept for non-degree seeking incomings

RESOURCES

Director and Employees International Centre, Deans, Dean of Students, Professors,
Vice-President for International Affairs

RESPONSIBLE PARTIES

Vice-President for International Affairs, International Centre (International

COMMUNICATION AND PARTICIPATION

Deans, Dean of Students, International Officer, Degree Programmes, Students

OBSTACLES

Acceptance in the Faculties / Degree Programmes

Reservations from Students

High Initial Costs

4. PROJECT RESULTS, OUTLOOK, SUSTAINABILITY, TRANSFERABILITY

The four years ESDI Project – EStrategia De Internacionalización turned out to be an exciting experience and a huge collaborative effort of the four project universities and their staff involved, thus producing

- capacity building among IRO staff,
- a growing awareness about internationalization within all four project universities,
- the promotion of an evidence-based strategic thinking and last but not least
- a strong sharing of experience with other partners.

Those achievements alone made the project a success for all participants, who would like to express at this place their sincere gratitude to the German Academic Exchange Service DAAD and the Federal Ministry for Economic Cooperation and Development BMZ for providing with the program DIES (Dialogue on Innovative Higher Education Strategies) and the related funding a high-value tool to progress with the internationalization of higher education. The four project universities encourage other universities doing internationalization efforts to make use of this tool! It is worthwhile and rewarding simultaneously when considering the progress that was made in internationalization matters on the one hand and the friendships across countries and cultures accruing from the intensive teamwork on the other hand over the four project years.

To successfully implement the project objectives, the global project team carried out Kick-Off Meetings in Lima and Valparaiso in May 2012, 5 workshops in Germany, Chile and Peru with the topics “Profile and Strategy”, “(Ex-) International Students and Scientific Visitors from a strategic point of view”, “Fund Raising, International Project Management and Industrial Networks”, “Internationalization at Home: Processes, Communication Channels, Responsibilities & Intercultural Awareness Raising”, “Quality Management & Management by Objectives” and a total of 36 Virtual Meetings via Skype Conferencing Tool during the project life-cycle to conclude eventually with Closing Meetings in Chile and Peru in December 2015.

The global ESDI team is proud to present herewith the main outcome of this project that is “A Procedures Manual for International Offices at Higher Education Institutions to improve the Management of Internationalization Processes” which is offered to interested institutions in 2 languages, in English and in Spanish. It is the result of multiple activities which included the assessment of the current state of the internationalization at each project university, the comparison of levels of internationalization among the four partner institutions, the improvement of strategic planning and related processes regarding internationalization.

Part 1 of the Procedures Manual intends to provide the reader with the necessary information and background of the ESDI project. The following Part 2 “Guidelines for Implementing the Internationalization Project” provides the reader with the process guidelines for implementing the internationalization project at the own Higher Education Institution (HEI) and for generating the institution’s specific process handbook. It describes also the therefore continuous improvement and quality management processes. The last Part 3 “Sample of an Internationalization Process Handbook”, which can be adapted via the process guidelines described in Part 2, is a generic handbook serving as a sample and as a basis for any HEI that wishes to implement systematic internationalization processes. Although describing numerous processes for internationalization, it does not claim to be exhaustive. It is meant to serve as a foundation only, given that an internationalization project anyway strongly depends of the already existing level of internationalization on the strategic and operational level at the concerned HEI.

In addition to the initially targeted project objectives which all have been implemented – to remember 1. Creation of a self-evaluation tool and guide representing the internationalization graphically and that can be used with regularity to document the progress in an institution (and that can be used in future for additional projects of internationalization) = Cockpit Charts; 2. Generation of a map of internationalization and a written report demonstrating the strengths and weaknesses of both associate institutions constituting thus a strong starting point for the development and improvement of the respective strategies to be outlined in a strategic roadmap = SWOT Analyses; 3. Account taking of the results of workshops on internal communication channels, the attribution of responsibilities and the management of

international projects including the acquisition of third party funds and international marketing efforts based on examples of good practice = Strategic Road Maps; 4. Creation of a procedures manual for international offices which helps to improve their management in the diverse areas of the internationalization process in the universities = “A Procedures Manual for International Offices at Higher Education Institutions to improve the Management of Internationalization Processes”; 5. Introduction of the work of the project, experiences and results to a project report, documenting the main findings, tying the different subjects and levels, and defining the next later steps to the project = Part 1 of this Manual – particularly important results related to the South-American project partner institutions have been obtained too.

Concerning the PUCV, it is important to highlight that during the ESDE-DIES project, the PUCV's Institutional Strategic Plan was adjusted and then implemented. In virtue of the implementation of the Concordance Plans (agreement between PUCVs central administration and Academic Units towards the achievement of the Strategic Development Plan goals considering capacity building as a basis), 3 out 5 international KPIs set for the project have been agreed upon with the PUCV Academic Departments. Also, in view of the new PUCV Annual Reports, the PUCV team was able to gathered more information since 2013 than before the ESDI project.

Concerning the PUCP, it is important to highlight that the Academic Office for Institutional Relations (DARI) published Guidelines for the PUCP internationalization in 2013 and disseminated the document among faculty and authorities. By May 2014 DARI published a document entitled “Guidelines for PUCP Internationalization” (Spanish: Pautas para la internacionalización de la PUCP), that summarizes and further develops PUCP's aims and objectives regarding internationalization, which were originally laid out in PUCP's Institutional Strategic Roadmap 2011-2017 (Spanish: Plan Estratégico Institucional 2011-2017). The Pautas document was designed during the first two years of the DIES-ESDI project and was finally approved by PUCP University Council in late 2013. It was conceived as a method for establishing responsible actors in regard of internationalization within PUCP academic and administrative structure, as well as to means for disseminating PUCP strategic stance on internationalization among authorities. An English hard copy of the document was then provided to all partners at the occasion of one of their workshops.

Dissemination activities were carried out regularly within the frame of the workshops which were open to respective staff of the project universities serving as venue of the workshops. In the periods between the workshops the four project teams proceeded to dissemination activities within and externally to their own institution within the frame of press publications and conferences where indicated. The ESDI project was additionally presented to the Peruvian Rectors' Conference. Furthermore colleagues from Chilean and Peruvian national networks were invited to the closing meetings taking place at the end of 2015. The dissemination of the project results will be continued via the project website on the one hand and actively by sending the main outcome of the project, the "Procedures Manual for International Offices at Higher Education Institutions to improve the Management of Internationalization Processes" via Email as an electronic book to universities in Latin American countries and their respective networks. The concept of the Procedures Manual consisting of a generic handbook (Part 2) to launch the own "internationalization project" combined with the sample of an internationalization process handbook (Part 3) secures in itself the transferability of the projects' outcomes and contributes thus to the sustainability factor. Eventually, ESDI at the end of its "official" project life time signifies besides the presentation of this Manual also an increase of student mobilities between the 4 partner institutions and ideas for a new project that is intended to be applied for in early 2016.



Dialogue on Innovative Higher Education Strategies



Federal Ministry
for Economic Cooperation
and Development

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service